



Field Education

Boston University



School of Theology
745 Commonwealth Avenue
Boston, Massachusetts 02215

FIELD EDUCATION
and
AREA D REQUIREMENTS
in the
MASTER of DIVINITY DEGREE PROGRAM
BOSTON UNIVERSITY SCHOOL of THEOLOGY

Field Education Staff:

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AREA D COMPONENT OF THE DUAL INTEGRATIVE MAJOR

Central to the Master of Divinity degree program is the integrative potential of the major which consists of concentrations in Area D and in Area A, B, or C. The Area D component of the Dual-Integrative Major is designed to facilitate the personal and professional development of students in the understanding and practice of ministries.

I. AREA D REQUIREMENTS

1. An approved, supervised field education setting
2. Concentration in at least four Area D half courses (TPM designated) in functions of ministry while in an approved supervised setting
3. Satisfactory evaluation of student's work by the student, supervisor and professors as shown by the student's overall performance in field education; achievement judged to be adequate for beginning the full-time practice of ministry.

Academic Credit

1. Field Education placement course credit: TC 801, 802, 803, 804 (8 credits minimum - 16 credits maximum)
2. Area D half courses with TPM designator: (8 credits minimum)

Academic Credit Illustrated

8 credits in Approved Field Education Placement

- Options: I Teaching Parish
II Student-initiated Projects
III CPE
IV Boston Theological Institute -
Ecumenical, non-parish based

8 credits in Four Areas of Competency in Ministry

- Options: Four half courses with TPM designation taken at the same time as Field Education Placement. The four to be selected from the eight listed under Areas of Concentration, or equivalents as noted in each semester's "Student Handbook of Course Offerings".

= 16 credits in Area D

NOTE: 16 credits is the minimum required. More courses may be taken in Area D as desired or needed.

Field Education may be taken the first year of studies, it is encouraged for a two year period in the three year program.

II. FIELD EDUCATION COMPONENT

A. Criteria for Approved Field Education

It is important to note at the outset that Field Education is both an integral part and an integrative tool of theological education, and it is to be distinguished from field work, unsupervised church employment, and other remunerative employment. While the curriculum is designed to provide opportunities for supervised learning in Christian ministry in a variety of settings and forms, the distinctive characteristics of all Field Education options must be "supervised learning in ministry" and include these elements:

1. An appropriate setting in which students are responsible and accountable for significant work of ministry.
2. Competent, in-the-field supervision (group and/or individual supervision) by professional persons who are concerned for the students' learning and growth. These supervisors are approved because of professional training, or they are engaged concurrently in supervisor training.
3. Disciplined group reflection on experiences of ministry embracing theological and related disciplines. (In group placement settings these theological reflection sessions occur on site; students in single student placements will meet regularly in groups with field education staff.

B. General Information

First year students are encouraged to schedule interviews with one of the Directors of Field Education in the first semester. The purposes of such interviews are to get acquainted, to clarify any questions regarding Field Education, to discuss students' past experiences and possible choices of field education settings. Students are asked to complete a form entitled "Registration for Field Education" in connection with this first interview.

A second interview regarding specific placement options should be scheduled early in the second semester, as students are in the process of writing the vocational objectives papers. Normally, placement interviews with supervising pastors are held in March and April.

Field Education is open to first year students who desire it. Those who desire Field Placement in their first semester should seek an interview before or during the first week of classes.

Students are encouraged to make their own arrangements for placement interviews, if they so desire, being sure to keep the Field Education Office informed of such intentions and of progress being made.

All Field Education placements must have the approval of the Directors of Field Education.

C. Current Options in Field Education

Option I

The TEACHING PARISH PROGRAM

Selected local congregations and organizations engaged in alternative ministries have committed themselves to provide the support and context for the education of ministers. It is usual that such placements accept two or more students. These placements have trained supervisors, and a Lay Committee which meets monthly with the students. The students negotiate their responsibilities through the development of a Learning Covenant. All areas of ministry in the setting are open to negotiation for student participation.

Advocacy Internships

In conjunction with placement in the Teaching Parish Program, a student may choose to develop an advocacy ministry. The School will help negotiate an advocacy ministry in the areas of racism and sexism. At present, The School sponsors a prison ministry component in the Teaching Parish Program.

Prison Internship

The program relates a Teaching Parish to Massachusetts Correctional Institutions through the ministries of students assigned as prison interns. In addition to their work with the parish, the students meet with a Prison Consultant and a facilitator for prison work.

Teaching Parish Program Involvement

20 hours per week is expected of the student. This includes the practice of ministry, reflection and supervisory sessions, staff meetings, monthly lay committee meetings and appropriate travel time.

Scholarship

A scholarship award is available to each student. It comes from contributions of the School and the Teaching Parish. In addition, the field setting reimburses the students for travel expenses.

Academic Credit

One full course (4 credits) per semester: TC 801, 802, 803, 804.

Option II

STUDENT DEVELOPED FIELD EDUCATION PROJECTS

A student may develop a field education project in conjunction with supervised work in a setting of ministry. Such a project must meet the three criteria listed on page 2 and must involve at least 10-12 hours per week in the setting.

A written proposal, which must be submitted to and approved by the Directors of Field Education to complete registration, should include:

1. Student's name.
2. Name and address of the institution or setting in which the student will work.
3. Name and address of the supervisor, and his/her qualifications to serve as supervisor, either by reason of professional training in supervision or by being willing to participate in supervisor training.
4. A brief description of the setting and an outline of the responsibilities the student will assume in that setting.
5. The agreed-upon time scheduled for supervisory sessions each week. One hour per week for supervision is the required minimum.
6. A brief statement of the ways this project will contribute to the student's learning needs and vocational objectives.

Reflection Seminar - arranged with Directors of Field Education is required of all Option II students. (See page 2, II, A, 3.)

Settings Appropriate for Student-developed Projects

a. Settings in local churches:

Students who for financial and other reasons, are serving as student pastors or assistants in local churches may negotiate a Project provided that responsibilities include a broad experience of pastoral ministry, not simply youth work, other limited tasks for which a student is employed; and that supervision is approved.

b. Non-parochial settings:

Students who gain employment or volunteer in secular agencies or other non-parish based ministries which are adequately supervised may negotiate a Project provided that the experience is related to their vocational objectives.

Scholarship

No scholarship is available. Financial remuneration is negotiated with the field setting.

Academic Credit

One half course per semester. Full course credit is negotiable, dependent upon breadth of experience and time involvement. TC 801, 802, 803, 804.

Option III CLINICAL PASTORAL EDUCATION CPE

The School of Theology is a member of the Boston Cluster for Clinical Pastoral Education, Inc., along with Episcopal Divinity School and accredited Training Centers. The Boston Cluster is dedicated to furthering theological education and pastoral care. The Chaplain Supervisors of the training centers are Clinical or Teaching Associates on our Faculty.

Extended Units of C.P.E.

Some Training Centers in the Boston Cluster offer Extended Units (either Introductory or Advanced) during the academic year. These courses meet two days per week, both semesters. One Unit of C.P.E. is granted for participants who desire it. (One Unit earns 2 courses or 8 credits for Master of Divinity candidates.)

Scholarship

A fee is to be paid by the student. (Scholarship as-

sistance is available for Master of Divinity Candidates.)

Registration for the Extended Unit:

The Unit is the equivalent of 2 full courses. A full-time student, when accepted in a program by one Director and the Chaplain Supervisor, should register for TC 801 or 803 (first semester) and TC 802 or 804 (second semester).

Part-time students, in order to avoid paying double tuition, should not register for the Unit at Boston University School of Theology. In these cases, credit is granted ex post facto when the Unit is completed and evaluations have been received from students and supervisors.

Academic Credit

Two full courses.

NOTE: Only one Unit of C.P.E. may be applied to a first professional degree (M. Div., M.T.S.). Two Units of C. P.E. may be applied to the Doctor of Ministry in Sequence degree if one of these has been used as a basis for admission to Doctor of Ministry candidacy.

Summer Units of C.P.E.

Each summer the Boston Cluster offers Basic and Advanced Units at some Training Centers. These are 12 week, 5 days per week courses.

Some Centers also offer full-time Units in Fall, Winter and Spring Quarters.

Applications

Applications for Extended and Summer Units are available in the Field Education Office. Applications for Summer Units should be completed in November, applications for Extended Units in May, following an interview with one of the Directors of Field Education.

Fees

Fee for the Summer is the same as for the Extended Unit. Some scholarship assistance is available for Summer Units.

Academic Credit

Credit is granted ex post facto when the Unit is completed and the evaluations are received.

Full Unit Summer courses are also offered in other accredited centers across the country and may fulfill

Field Education requirements. A.C.P.E. directories listing such centers are available in the Field Education Office. Please consult with one of the Directors about application and credit processes.

NOTE: Special arrangements with professors and the Field Education staff will have to be made in relation to Theory and Practice of Ministry course work if C.P.E. is taken in the summer.

Option IV

BOSTON THEOLOGICAL INSTITUTE FIELD EDUCATION PROJECTS

Boston Theological Institute Field Education projects are designed to provide an ecumenical experience in Christian ministry with theological reflection under competent supervision. Each B.T.I. project meets the criteria established for approved field education and enables the student to serve as well as to integrate classroom, field and faith experiences. The added dimensions in a B.T.I. project include: 1) each project offers the possibility of involving those of different religious traditions; 2) a variety of placement settings (primarily non-parochial) in which the identity questions vis-a-vis personal and professional ministerial life can be addressed in different ways.

Since each of the participating schools in the B.T.I. is bound by its own education and administration policies, students interested in becoming involved in a B.T.I. Field Education Project do so through the Director of Field Education in the school of their primary registration.

Flyers describing B.T.I. Field Education Projects are available in the Field Education Office.

Scholarship

Usually there is no scholarship stipend. It is sometimes possible to negotiate a work/study stipend.

Academic Credit

One half course per semester normally (TC 801, 802, 803, 804). Some projects require a credit seminar beyond the basic field education requirements, in which case additional credit is earned. Some projects require cross registration at Harvard Divinity School: in these cases do not register for TC 801, etc.

ADDITIONAL POSSIBILITIES

Peace Internship

The P. K. Deats Memorial Peace Internship is open to a student in the Master of Divinity program in his or her middler or senior year. The intern is expected to work in and through the School of Theology community and the University in relating students and faculty to issues (such as disarmament and human rights) and programs of peace and justice in the local and world community. The intern is expected, among other tasks, to serve as a channel of information and contact for the Fellowship of Reconciliation, the American Friends Service Committee, and similar peace groups.

Supervisor: Professor Robert L. Treese

Consultant: Professor Paul Deats

For information see the Directors of Field Education.

Summer Field Education

There is no regular program of approved Field Education, apart from C.P.E., in the summer. Students who find summer employment in a form of ministry, may negotiate Field Education credit providing the setting can fulfill Criteria 1 and 2 (see page 2, II, A, 1, 2); Criterion 3 may be fulfilled in the following semester in consultation with one of the Directors of Field Education, provided the student has maintained a journal of supervised ministry experiences during the summer.

Student Pastorates

United Methodist Student Pastorates are negotiated directly with District Superintendents, with the approval of the Directors of Field Education. The Field Education Office has the names of local District Superintendents and cooperates in the placement process. Field Education credit may be negotiated.

Jobs/Field Education Possibilities

The Field Education Office receives requests for church employment. Sometimes these settings can be field education opportunities. These jobs are posted on the Field Education Bulletin Board in the Field Education Office.

D. Elements of All Field Education Options

1. LEARNING COVENANT

The Learning Covenant is an agreement negotiated by the student with the field supervisor and the Lay Committee (where applicable).

Learning Covenant forms are available in the Field Education Office.

Instructions for completing the Learning Covenant

Normally due to be completed no later than three weeks after the student has registered for placement. (Usually the first Friday in October and the first Friday in February.) The student is to provide three copies of the Learning Covenant; one for the Supervisor; one for the student; one for the Field Education Office.

a. Covenant Goal(s)

To avoid misunderstandings and aimlessness it is valuable for the student and supervisor to state their reasons for working together.

b. Learning Objectives

Specific and realistic learning objectives are to be developed which are concrete and measurable. A list of ideas and resources for developing objectives is included in the Field Education Resources folder. This list is meant to be suggestive and not to be used literally.

c. Tasks

The student and the supervisor should go over the objectives together. The agreed-upon tasks should relate both to the needs of the student and the needs of the project in which s/he is ministering. In some settings there may be some tasks which are non-negotiable.

d. Resources

Resources such as courses, books, individuals, organizations, etc. which will be utilized by the student to facilitate the educational process should be identified.

e. Evaluation

The method(s) by which the student will report for supervision and evaluation of the ministry being performed.

f. Specific Arrangement for the Covenant

These include specific details re: weekly commitment to ministerial tasks, supervisory conferences, staff meetings, dates for evaluation, vacation periods and other arrangements.

2. SUPERVISION

Each field education site must have an approved supervisor. Supervision is not the process of supervising tasks, but of engaging total persons in reflection upon their own growth in their vocation-identity and skill development.

Supervision takes a minimum of one hour per week. The supervisor has usually been in training with the Boston University School of Theology staff for two years or has equivalent training in other programs.

3. EVALUATION

Written Evaluation Requirements

In addition to credit requirements for Area D, students need written evaluations of their field education experiences. Determination of competency is made by the student and supervisor in an evaluation process involving feedback from peers, professors, parishioners or clients. This is documented in written evaluations from students and supervisors at the end of each semester. These evaluations are kept in the students' files in the Field Education Office.

We suggest the following steps in the evaluation process, which must begin about a month before the due date for the written evaluation in completed form. (See Evaluation of Readiness for/Competence in Ministry in the Field Education Resources folder.)

a. The student gathers feedback from all appropriate sources:

--from the supervisor--it would be most helpful if the student has kept records of the supervisor conferences, supervisor comments on verbatims, etc.;

--from the lay committee, other lay persons (clients, patients). In most non-parochial settings it is recognized that it is unreasonable to expect direct feedback from clients/patients. The supervisor is usually in a position, however, to provide reality testing for the student's perceptions of the client's/patient's responses;

--from student peers--if the field education set-

ting is a group placement (as in the teaching parishes, hospitals, and B.T.I. settings) student peers should provide direct feedback for one another;

--from the professor(s) of related courses.

- b. The student prepares a first draft self-evaluation, perhaps in outline form, for discussion with the supervisor (and other members of the learning group). taking into account:

--each of his/her learning objectives;

--achievements, failures, areas of needed growth;

--feedback (from a, above) using quotations when possible;

--feelings about self in the fulfillment of professional responsibilities;

--use of various resources, including courses, readings, audiovisual materials, other persons, and especially one's self, in moving toward achieving learning objectives;

--possible new learning objectives.

- c. The student and supervisor meet in evaluation session(s) in which the student presents her/his self-evaluation. This should clarify points of difference, affirm strengths and achievements, and point up need for continuing growth.
- d. The student then prepares the final self-evaluation report. The final evaluation should be signed by both the student and the supervisor.
- e. The supervisor writes her/his final evaluation of the student, including comments on the student's evaluation. It is important for the supervisor especially to document the student's competency in the special functions of ministry on which he/she was concentrating in relation to the courses.
- f. Both the final reports should be submitted to the Field Education Office on or before the third week in December (first semester) and the second week in May (second semester).

III. THEORY AND PRACTICE OF MINISTRY (TPM) COURSEWORK

Master of Divinity students, in conjunction with Field Education (TC 801, 802, 803, 804) are expected to elect at least four of the eight half courses (with TPM designation). These half courses serve as resources for students to concentrate in at least four self-selected functions of ministry as negotiated

in their learning covenants in the field settings.

The functions of ministry are listed as follows:

- TC 805 TPM Structures for Community, understanding the function of institutions, examining models and dynamics, developing skills in understanding and building structures and maintaining them.
- TC 806 TPM Caring Ministries, developing caring or sustaining communities, counseling functions in ministry.
- TC 807 TPM Advocacy and Mission, issues of justice and compassion, the function of the minister and the church in charity and empowerment.
- TC 808 TPM Ministry of Church Music, understanding the role of music ministry and developing competency in working with the music program of the church.
- TC 809 TPM Proclamation, learning to proclaim the Word and articulate one's faith in ways appropriate to the needs of the community; learning the skills of preaching.
- TC 810 TPM Ministry and Leadership, focus on the development and role of leaders, both lay and clerical, dynamics of leadership and group life.
- TC 811 TPM Worship and Celebration, the meaning and value of ritual and symbol, forms of worship and leadership in worship.
- TC 812 TPM Ministry of Education, developing skills and resources for enabling persons to learn and grow in the Christian faith and life.

Each semester courses will be offered which may serve as equivalent course work for the functions of ministry listed above. These courses will be listed in the "Student Handbook of Course Offerings". Student and Professor must negotiate an agreement that the course work will be related to supervised ministry. A petition indicating such agreement must be submitted to the Field Education Office at the beginning of the semester.

IV. FIELD EDUCATION RECORDS

Each current student Field Education file will include all pertinent Field Education records and is available to the student and faculty, and those to whom the student has given written permission.

Upon graduation, record of Field Education, the latest Learning Covenant and Evaluation are microfilmed for future reference

request. The balance of the file is destroyed.

V. FIELD EDUCATION FOLDER

When a student indicates his/her interest to begin Field Education in a setting, the Field Education Resources Folder is available from the Field Education Office. Listed below are the materials to be found in that folder that will be both necessary and useful.

1. Instructions for the Learning Covenant
2. Learning Covenant
3. Ideas and Resources for Developing Objectives
4. Suggested Report Forms for Supervision
5. End-of-Semester Reports
6. Evaluation of Readiness for/Competency in Ministry
7. Skills and Competencies for the Ordained Ministry

ated Father Gobbi's remarks in English. The group prayed the rosary in Latin and English.

Father Rotondi said the Blessed Mother had asked him to share with the priests of the world the messages she has given him. These include predictions of a difficult time of "purification" during which Christians will remain safe if they are "consecrated to her Immaculate Heart," he said.

He said he believes that "we are now living in the times" that were forecast during the famous Marian apparitions at Fatima in 1917: a time when Russia would have spread its errors throughout the world.

Father Gobbi said the Church is

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Two from R.I. to speak at charismatic conference

MANCHESTER, Conn. — Two Rhode Islanders will be among the speakers when more than 1000 leaders of the Catholic Charismatic Renewal gather May 26-28 for the Southern New England Regional Service Conference at East Catholic High School. Talks will be in English and Spanish.

Mercy Sister Frances Conway, a member of the pastoral staff of St. Patrick's, will give a

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Father Vasallo.
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Attend The

INSTITUTE IN PASTORAL MINISTRY

Four-Summer Graduate Sequence - June 26 -
August 4, 1978

For lay persons, men and women religious, and
clergy involved or interested in parish team
organization.

CORE COURSES

- Theology of Ministry
- Pastoral Theology
- Theology of Eucharist
- Spirituality & Leadership
- Developmental Counseling
- Pastoral Counseling
- Advanced Counseling
- Special Problems in Counseling

ELECTIVES

- Theology of Latin America
- Pastoral Dynamics of Ethnic
Diversity
- Workshops on Scripture
- Management Skills Applied to
the Parish

INSTITUTE IN PASTORAL MINISTRY

Courses may be taken for Master of Arts in
Pastoral Ministry; Certificate in Pastoral
Ministry; or as special students not working
toward a degree.

FOR BROCHURE WRITE:

***saint
joseph
college***

WEST HARTFORD, CONNECTICUT
06117

RHODE ISLAND COLLEGE BUS SERVICE

MONDAYS THRU FRIDAYS

LEAVE R.I. COLLEGE
(ROBERTS HALL ENTRANCE)
TO PROVIDENCE

AM

NO
SERVICE

PM

3 30 A
4 05 A
4 36 A
4 59 C
5 59 C
6 48 C
8 25 F
9 25 F
10 25 F

LEAVE KENNEDY PLAZA
& FRANCIS ST.
TO R.I. COLLEGE

AM

7 30 B
8 03 B
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3 10 A
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LEAVE WAITING STATION
WEST APPROACH
TO R.I. COLLEGE

PM

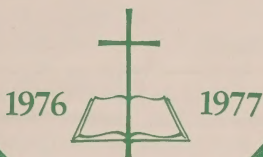
8 05 F
9 05 F
10 05 F

- A Trip operates to and from Administration Building
- B To Henry Barnard School Entrance
- C Centredale Bus, Rte. No. 27B to Providence via Olneyville Square
- F Fruit Hill Bus, Rte. No. 27 to and from Providence via Olneyville Square

R.I. PUBLIC TRANSIT AUTHORITY BUS SCHEDULE

SUBJECT TO CHANGE

BOSTON
CENTER
FOR
CHRISTIAN
STUDIES



TUESDAY EVENINGS

FACULTY...

JOHN JEFFERSON DAVIS

B.A., M. Div., Ph.D.; Phi Beta Kappa, Danforth Fellow, James B. Duke Fellow. Associate Professor of Theology and Christian Ethics at Gordon-Conwell Theological Seminary, South Hamilton, Massachusetts.

TOM HOWARD

B.A., M.A., Ph.D.; former professor at Kingsmead School, England, and St. Bernard's School, New York City; has been on the staff of Inter-Varsity Christian Fellowship; author. Currently Professor of Mediaeval and Renaissance English at Gordon College, Wenham, Mass.

ERIC LEMMON

B.D., Th.M., Th.D.; former pastor in California and on the faculty of Conservative Baptist Seminary in Denver, Colorado. Presently Assistant Professor of Theology at Gordon-Conwell Theological Seminary, South Hamilton, Mass.

ARNOLD H. OLSEN

B.A., M.Div.; former minister of churches in New England and Canada and a military chaplain; now Assistant Minister, Park Street Church, Boston, Mass.; Dean, Boston Center for Christian Studies.

RAYMOND F. PENDLETON

Ph.D.; actively engaged as a licensed psychologist at the North Shore Counseling Center in Beverly, Mass. Also on the faculty at Gordon-Conwell Theological Seminary.

PAUL E. TOMS

B.A., B.D., D.D.; former missionary and pastor in the Hawaiian Islands, and Director of Evangelism of the Congregational churches in Australia; now Minister, Park Street Church, Boston, Mass.

MARVIN R. WILSON

B.A., B.D., M.A., Ph.D.; former professor at Barrington College, Barrington, R. I., and Minister to Students in Cambridge, Mass.; now Professor of Biblical Studies and Chairman of Department of Biblical Studies, Gordon College, Wenham, Mass.

COURSES — FALL TERM

September 28 - November 23

6:00 p.m.

THE PSALMS

Arnold H. Olsen

The Psalter is the hymnal of Israel and the church. A study will be made of some of the Psalms—their setting, structure, use, authorship and musical association.

CHRISTIAN VISION AND THE POETS

Tom Howard

Religious poetry spanning many centuries will be discussed. Poets will include Dante, Donne, Herbert, Milton, T. S. Eliot, as well as those from the early English and Mediaeval periods.

7:25 p.m.

HISTORY OF ISRAEL (PART III)

Marvin R. Wilson

A comprehensive overview of the Old Testament. This course is a carry-over from last year and will begin with a study of Samuel.

DEVELOPING RELATIONSHIP SKILLS

Raymond Pendleton

A course designed to present basic listening and responding skills necessary for good personal Christian counseling. Facets of "peer counseling" will be discussed.

COURSES — WINTER TERM

January 11 - March 15

6:00 p.m.

CHRISTIAN ETHICS

John Jefferson Davis

A Biblical analysis of specific contemporary issues, e.g. Divorce, Abortion, Homosexuality, Euthanasia, and the Christian stewardship of wealth and possessions. The medical aspects of these issues which will be included, will make this course of particular interest to doctors and nurses.

PROVOCATIVE CHALLENGES TO CHRISTIAN BELIEVERS

Paul E. Toms

A thorough-going exposition of Paul's letter to the Philippians will be made with special attention given to practical application for today's believer.

7:25 p.m.

HISTORY OF ISRAEL (PART IV)

Marvin R. Wilson

Conclusion of course from fall term.

A LAYMAN'S GUIDE TO THEOLOGY

Eric Lemmon

Using lectures and discussions this course will be a relaxed but substantial survey of some major biblical doctrines. Topics will include the knowledge of God, the nature and trustworthiness of Scripture, the Trinity, the world and God's providence, man, sin, redemption and eschatology.

BOSTON CENTER FOR CHRISTIAN STUDIES

Registration Card: 1976-1977

To register, complete both sides of this form and mail it, including the registration fee, to Boston Center for Christian Studies, One Park Street, Boston, Massachusetts, 02108, or bring it to Park Street Church, Tuesday evening, September 28, 1976 (Registration begins at 5:00 p.m.)

NAME: Mr. _____ Telephone _____
Miss _____
Mrs. _____

ADDRESS: Street _____ Apt. No. _____

City _____ State _____ Zip _____

Please Enroll Me in the Following Classes:

FALL SEMESTER, September 28 — November 23

- 6:00-7:05** ☐ THE PSALMS
 ☐ CHRISTIAN VISION AND THE POETS
- 7:25-8:30** ☐ HISTORY OF ISRAEL (PART III)
 ☐ DEVELOPING RELATIONSHIP SKILLS

WINTER SEMESTER, January 11 — March 15

- 6:00-7:05** ☐ CHRISTIAN ETHICS
 ☐ PROVOCATIVE CHALLENGES TO
 CHRISTIAN BELIEVERS
- 7:25-8:30** ☐ HISTORY OF ISRAEL (PART IV)
 ☐ A LAYMAN'S GUIDE TO THEOLOGY

Coffee will be served each week during the twenty-minute intermission between classes.

(PLEASE COMPLETE OTHER SIDE)

Objective . . .

The history of the Boston Center for Christian Studies goes back 30 years during which time it has provided instruction to thousands of people in the areas of Bible, Christian Education and related subjects. Effort is made to retain a high academic standard in an atmosphere of Christian community, and to relate the Christian faith to the practical problems that confront 20th century man.

Finances . . .

The registration fee of \$25.00 covers both terms and entitles the student to take as many courses as there are hours of classes. The registration fee for one semester is \$15.00. This fee does not cover the price of text books or supplies.

Registration . . .

You are invited to register by mail or in person on September 28 from 5-6 p.m. and from 8:30-9:30 p.m. Please complete the attached registration form on both sides and mail to Boston Center for Christian Studies, One Park Street, Boston, Mass. 02108. Please select one course only per hour. Make check or money order payable to the Boston Center for Christian Studies.

Schedule . . .

All classes are held Tuesday evenings at 6:00 p.m. and 7:25 p.m. at Park Street Church, Boston.

First term: September 28 through November 23, 1976.

Second term: January 11 through March 15, 1977, with the exception of February 8, 1977.

BOSTON CENTER FOR CHRISTIAN STUDIES

ONE PARK STREET

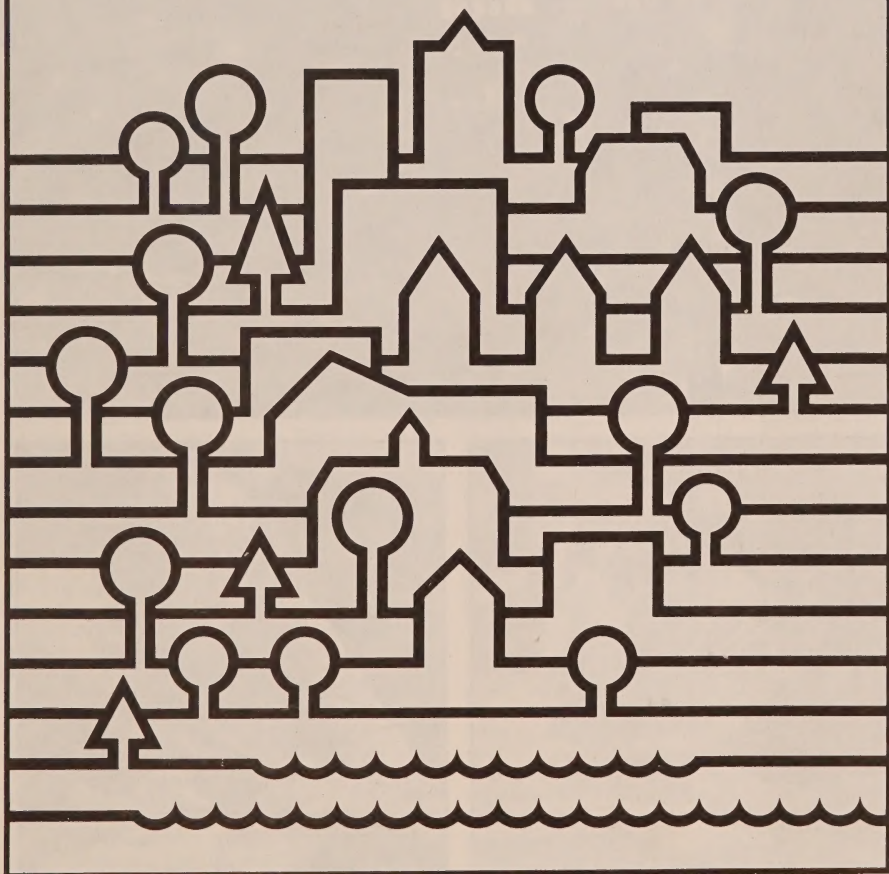
BOSTON, MASSACHUSETTS 02108

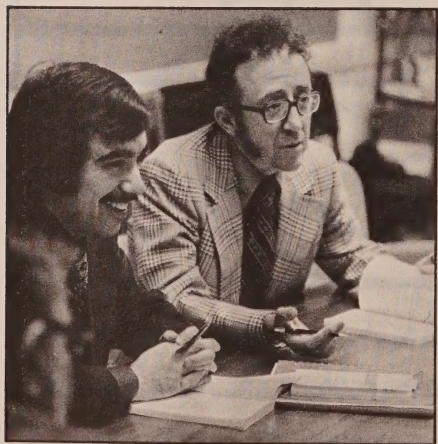
**The
University of
Rhode Island
1978-79
Division of
University Extension
Bulletin**



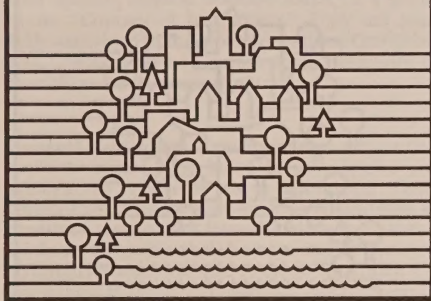
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The Division of University Extension



The Division of University Extension (D.U.E.) is Rhode Island's only public institution devoted entirely to higher education for adults. The first D.U.E. courses were established in the mid-forties, and for more than 30 years programs and offerings have been constantly expanded to meet the educational needs of Rhode Island citizens. Today the Division of University Extension is in the most literal sense the extension of the state university, offering courses from all of the departments of the University of Rhode Island and a rich variety of degree programs. In addition to credit-bearing, degree-oriented programs, the Division makes available a wide range of conferences, workshops, in-service training, and non-credit study for both skill development and self-enrichment, year round, in fall, spring and summer terms, and in locations around the state.

The Community Centers. In a sense the entire state is the campus for the Division, because in addition to the activities at the main center in Providence more than 120 evening courses are offered for adults at various community centers around the state. Courses are offered in Davisville for the Kent County area, in Middletown for the Newport County area, and in Westerly and Kingston for the Washington County area. Registration for community center courses are accepted by mail or in person. Students registering in person may do so during the registration period at Providence or at any of the community centers. Registration dates for the centers are published with each semester's course list.

W. Alton Jones Campus. On 2,300 acres of woods, fields and lakes in West Greenwich, the Alton Jones Campus of URI is the home of two D.U.E. services, the Whispering Pines Conference Center and the Environmental Education Center. The Jones Campus also serves as a research facility for the University.

The Whispering Pines Conference Center is a residential learning environment where groups from the Rhode Island area hold meetings, training programs, workshops and conferences, ranging from one day to several weeks, in a comfortable and quiet setting.

In another section of the campus, the Environmental Education Center provides outdoor learning for over 10,000 Rhode Island schoolchildren each year. These programs are available to other interested groups as well.

Further information about these services is available in special brochures.

Summer Session. Each summer the Division of University Extension offers two five-week sessions of credit and non-credit courses in addition to special workshops at both the Kingston campus and the University Extension in Providence. Educational opportunities at the undergraduate and graduate level in almost every academic department are provided.

A *Preliminary Announcement* listing all courses and programs tentatively planned for the University's 1979 Summer Session (Kingston and Providence campuses) will be published in January. Final listings with complete class schedules, course descriptions, names of instructors and registration forms appear in the *Summer Session Bulletin* in April. Registration opens as soon as the summer catalog is published, and continues through the first week of classes in each session. Students matriculated at Kingston must obtain prior approval of their academic deans in order to receive degree credit for summer courses. Visiting students from other colleges are advised to seek approval of their own academic deans before registering. Summer registration should be completed at least two weeks before classes begin because classes may be canceled if enrollment is not adequate.

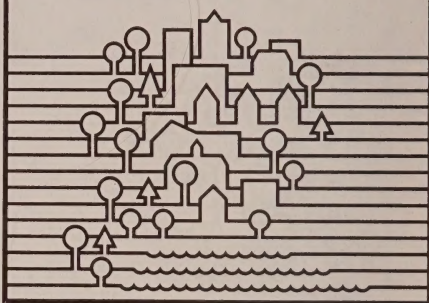
Accreditation. All credit-bearing courses and programs are fully accredited by the New England Association of Schools and Colleges, Inc., or by other appropriate accrediting agencies. The Division of University Extension is an approved member of the National University Extension Association. Moreover, all credit courses and programs are fully integrated with main campus offerings. D.U.E. courses are University courses. The faculty of all credit courses are assigned by the appropriate University departments.

The Curriculum. Although the University Extension curriculum is the University curriculum, D.U.E. is unique in its recognition of the special problems adults have in reconciling the desire for formal education with the demands of jobs, families and other real-world obligations. For example, virtually all University Extension courses meet in one weekly three-hour session rather than the conventional three one-hour meetings. Classes meet in the morning, afternoon or evening so that most adults can pursue their education no matter what their home or work schedules may be. To support its educational programs, D.U.E. provides a full range of academic counseling specifically adapted to the needs of adults. And there are a variety of special courses designed to ease the return of adults to college learning.

The Students. Division of University Extension students are representative of the entire population of the state — secretaries, mechanics, businessmen and women, public employees, homemakers, retired persons, health professionals, industrial workers, etc. All, however, share the common qualities of adult students. That is, all have freely chosen to embark on further learning, to renew their spirits and their minds, to grapple with new information, new attitudes, new skills, to share possibilities and prospects with new people. Because all adult students have made real sacrifices to resume their education, they are highly motivated, responsive and responsible. These attributes result in classes that can be the most stimulating in the University and in learning experiences richer than those of more conventional institutions.

Mission. The essential mission of the Division is to deliver the highest quality education to adult citizens in the manner best suited to adult needs. Thirty years of experience and the development of special skills and procedures have made the University of Rhode Island Extension Division one of the largest and most respected adult education establishments in the nation. But much more important is the part D.U.E. has had in improving the lives of individual Rhode Islanders, and the continuing promise it extends to the citizens of the state.

Requirements and Programs



Consistent with its policy of allowing the greatest latitude possible in course selection, the University offers a wide choice to fill its general education requirements and encourages students to select free electives that cross departmental and college lines. This section deals with academic requirements, regulations and opportunities that are University-wide rather than college-related. Students must check the curricular requirements of the colleges in which they plan to earn their degrees. Each college's special requirements are listed in the appropriate sections below.

Each curriculum at the University is designed primarily as a learning experience for the student. The University attempts to provide the successful student with a range of knowledge and skills which can, with appropriate motivation and initiative, be used in a variety of ways after graduation. Study options vary from the traditional liberal education to programs which are heavily vocationally oriented. Successful completion of any course of study at the University, however, does not guarantee that the student will find either a specific kind or level of employment.

The University of Rhode Island prohibits discrimination on the basis of race, sex or preference, religion, age, color, creed, national origin or handicap in the recruitment, admission, access to or treatment of students, the recruitment, hiring or treatment of faculty and staff, and the operation of its activities and programs, as specified by state and federal laws, including Title VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the 1972 Education Amendments to the Higher Education Act, Executive Order 11246, as amended, and Section 504 of the Rehabilitation Act of 1973.

Students interested in the career opportunities

related to particular programs of study are encouraged to consult their degree program coordinators. For students who are uncertain about their career choices, the Office of Psychological Testing and the Coordinator of Counseling and Career Development may be of help.

Students interested in non-degree study will find special interest courses listed in a group under "Courses of Instruction." They are more fully explained in the brochure entitled *Certificate and Special Interest Courses* issued annually by the Office for Community Service.

General Education Requirements. All undergraduate students in baccalaureate degree programs at the University and in its Division of University Extension are required to select and pass 45 credits of course work from Divisions A, B, and C. Of these, 18 credits shall be taken in one division, 15 credits in a second, and 12 credits in a third. For exceptions to these requirements, see Division D.

There are certain basic courses required in many curriculums. These are listed in the individual colleges' curriculums.

Division A. Any course for which the prerequisites have been met in art; English (except 110, 112, 120, 122); languages (except 101 and 102); linguistics; literature in English translation; music (literature and history); Plant and Soil Science 242; philosophy (except 101); Theatre 100, 261, 281, 282, 381, 382, 383, 483 and Speech 231, 331, 332. Only one studio course in art may be applied to this requirement.

Division B. Any course for which the prerequisites have been met in astronomy, biochemistry, biology, biophysics, botany, chemistry, climatology (Geography 404), all courses in computer science (except 220), earth science, genetics, geology, mathematics, meteorology (Geography 403, 405, 406), microbiology (bacteriology-virology), oceanography, physics, statistics and zoology.

Division C. Any course for which the prerequisites have been met in Accounting 201; anthropology; Business Education 110; Computer Science 220; economics; Education 102, 312, 403; Engineering 204; geography (except 104, 403, 404, 405, 406); history; Journalism 434, 435, 438; political science; psychology (except 210, 381, 410, 434); Resource Development 100; sociology; Speech 210, 310, 374; and Theatre 205, 206.

Division D. Students may elect up to nine credits in communications but may not reduce any other divisional requirements by more than three credits. Courses that will fulfill requirements in Division D include: Business Education 227; English 110, 120; foreign languages, including Latin and Greek 100, 101, 102, 111, and 112; Journalism 212, 324; Philosophy 101; Scratch OOOO, OOOO, OOOY, OOOZ; and Speech 101, 102, 215, 220.

DEGREE PROGRAMS

A number of the University's colleges make their degree programs available through the Division of University Extension. These programs and their requirements are described briefly below.

College of Arts and Sciences - Bachelor of Arts

The bachelor of arts (B.A.) degree granted by the University's College of Arts and Sciences is available through the Division of University Extension. The bachelor of arts curriculums provide a general cultural background and an opportunity for the student to concentrate in any one of the following fields of study: economics, English, history, psychology and speech communication.

Distribution Requirements. The 45 distribution credits are earned in Division A, humanities; Division B, natural sciences and mathematics; Division C, social sciences. At the student's option, 18 credits are taken in one of the divisions, 15 in another and 12 in a third.

The fourth area, Division D, communications, is optional. A student may take up to nine credits in Division D as part of the 45-credit total, but may not reduce any other divisional requirement by more than three credits.

Within each of the four divisions, no more than two courses may be taken for distribution credit in one department (discipline) or subject matter area.

Courses offered in the student's concentration department may not be used for distribution credits, except that students presenting a double concentration may apply courses from one concentration toward the College distribution requirements.

Division A

Art. Any art course for which prerequisites have been met, not more than one of which may be a studio course.

Comparative Literature. Any course for which prerequisites have been met.

English. Any course for which prerequisites have been met, except ENG 110, 112, 120 and 122.

History. HIS 358.

Language. Any course for which prerequisites have been met, except 100, 101, 102, 111, 112, 191, 192 and POR 311 and 312.

Linguistics. Any course for which prerequisites have been met, except LIN 330.

Literature in English Translation. CLA 391, 392 and 393; FRN 391, 392, 393 and 394; GER 391, 392 and 393; ITL 391, 392, 393 and 395; SPA 391 and 392; RUS 391 and 392.

Music. MUS 101, 102, 111, 221, 222, 305 and only

those courses for which these are prerequisite.
Philosophy. Any course for which prerequisites have been met, except PHL 101.
Speech. SPE 231, 331, 332, 333 and 433.
Theatre. Any course for which prerequisites have been met, except THE 111-112, not more than one of which may be a laboratory, studio or practicum.

Division B

Astronomy. AST 108 and 408.
Biochemistry and Biophysics. Any course for which prerequisites have been met.
Biology. BIO 101 and 102.
Botany. Any course for which prerequisites have been met.
Chemistry. Any course for which prerequisites have been met.
Computer Science. Any course for which prerequisites have been met, except 220.
Earth Science. ESC 104, 105 and 106.
Experimental Statistics. Any course below 500 level.
Geography. GEG 100, 104, 403, 404, 405 and 406.
Geology. Any course for which prerequisites have been met.
History. HIS or ZOO 373.
Mathematics. MTH 107, 108, 109 and 141, and any course for which these are prerequisite.
Microbiology. Any course for which prerequisites have been met.
Oceanography. OCG 401.
Physics. Any course for which prerequisites have been met.
Psychology. PSY 382.
Zoology. Any course for which prerequisites have been met.

Division C

Anthropology. Any course for which prerequisites have been met.
Computer Science. CSC 220.
Economics. Any course for which prerequisites have been met.
Education. EDC 102, 279, 312 and 403.
Geography. Any course for which prerequisites have been met, except GEG 104, 403, 404, 405 and 406.
History. Any course for which prerequisites have been met, except HIS 358 and 373.
Journalism. JOR 434, 435 and 438.
Linguistics. LIN 330.
Political Science. Any course for which prerequisites have been met.
Portuguese. POR 311 and 312.
Psychology. Any course for which prerequisites have been met, except PSY 300, 381, 382, 410 and 434.
Sociology. Any course for which prerequisites have been met.
Speech. SPE 210, 301, 310, 315, 374 and 425.

Division D

Business Education. BED 227.
English. ENG 110 and 120.
Journalism. JOR 212 and 324.
Languages. Foreign languages 100, 101, 102, 111, 112, 191 and 192.
Philosophy. PHL 101.
Scratch. Any course.
Speech. SPE 101, 102, 201, 215, 220 and 319.

Electives. The student will elect courses sufficient in credits to complete the 120 required for graduation. Courses may be taken in any college of the University.

Area of Interest — Optional. Students may elect to declare an area of interest which will appear on their transcripts as a category separate from their concentrations. Credits may be drawn from any combination of concentration, distribution, electives, and course-level categories. An area of interest may be defined as (1) the completion of 18 or more credits offered within a department and approved by the department chairperson, or (2) the completion of 18 or more credits of related studies offered by more than one department and approved by a member of the faculty competent in the area of interest and the dean of the College.

Curriculum Requirements. Each candidate for a bachelor of arts degree must meet certain minimum curriculum requirements having to do with quantity and quality. These requirements include the completion of at least 120 passed credits averaging, at graduation, C or better. On the University's grading system, that represents a cumulative quality point average of 2.0 or higher. Of the 120 passed credits, at least 42 must be in upper-level courses, numbered 300 or above.

In addition to meeting the College distribution requirements, each candidate must complete a concentration and a number of elective courses. The concentration totals 27 to 30 credits.

B.A. Concentration. The concentration is the discipline or subject area in which the degree is granted. It may include not only required courses within the concentration department but also courses in related subjects chosen by the student or required by the department. The student should declare this concentration before the end of the fourth semester.

The concentration comprises no fewer than 27 and no more than 30 credits. These, however, are exclusive of any credits outside the concentration department even though they may be required by that department as prerequisites. Including such prerequisites, the concentration may not exceed 36 credits.

The student may earn up to 45 credits in course

work offered by the concentration department, counting as electives those credits earned in excess of the concentration requirements. Any credits in excess of 45 earned in the concentration department increase correspondingly the minimum number of credits required for graduation. Any student who has met the requirements for two separate concentrations within any single bachelor's curriculum has earned a double concentration and may have both fields listed on the transcript.

Students must maintain a 2.0 quality point average (QPA) in their concentration to meet graduation requirements. One half of the total number of credits needed in a given concentration must be earned at the University of Rhode Island.

Areas of Concentration

Economics. Students who want to design a special program combining economics with an applied area of interest are encouraged to consult the chairman of the department.

Students selecting this area of concentration must complete a minimum of 27 credits in economics, including ECN 123 or 125 (students may not take both) and 126 (6), 361 (3), and 327, 328 (6).

In addition, at least 12 credits must be completed from economics courses numbered 300 or above; or from MGT 321 (3), MGS 201, 202 (6), EST 408 (3), 409 (3) or 412 (3).

Students interested in a specialized applied area may, with the permission of their advisers, substitute such courses for some or all of the above 12 credits.

Students planning to do graduate work in economics are strongly advised to take ECN 375, 376, and a semester of statistics.

English. Students selecting this field of concentration must complete a minimum of 30 credits in English. The following requirements pertain only to these first 30 credits:

Three courses (9 cr.) from the following: ENG 103 or any 200-level course, the maximum of this level being four courses (12).

Balance of courses on the 300, 400 or 500 level, including minimum of three courses (9) on the 400 level or above. Freshmen are not admitted to 300-level courses; and neither freshmen nor sophomores are admitted to 400-level courses. Undergraduates wishing to take 500-level courses must secure permission of the instructor.

History. Students selecting this field of concentration must complete a minimum of 30 credits in history, including a minimum of 6 and a maximum of 12 credits in courses numbered 100 to 299.

The balance of required credits is in courses numbered 300 or above, including one undergraduate seminar, HIS 395. Under unusual cir-

cumstances, with permission of the chairman of the department, a student may substitute, in place of the seminar, HIS 391 leading to a substantial research paper.

Undergraduates wishing to take courses on the 500 level must secure the permission of the department.

Psychology. Students in this field of concentration may follow either a general program or a preparatory program for an advanced degree.

The general program requires a minimum of 30 credits to be distributed as follows: PSY 113 (3); at least one from the group PSY 232 (3), 235 (3), 254 (3); both PSY 300 (3) and 301 (3) plus additional psychology electives to total 30 credits. Students interested in careers at the B.A. level should consult the *Handbook for Psychology Majors* and their academic advisers to select additional courses.

The preparatory program adds to the requirements listed above: PSY 232 (3), 235 (3), and 254 (3); at least four courses from the group PSY 310 (3), 381 (3), 385 (3), 391 (3), 434 (3) and 435 (3). Additional courses should be selected only after consultation with an adviser.

Speech Communication. Curriculums are offered in speech communication studies and preprofessional studies in communicative disorders. The speech communication studies concentration requires SPE 101, at least 3 credits of courses in the preprofessional track and at least 12 credits of courses at the +300 level. Students are required to select 12 of their remaining concentration credits within one of the following options:

Individualized Program. Student in consultation with adviser will plan a program to meet his/her needs.

Business and Professional Communication. Four of the following courses: SPE 201, 210, 215, 220, 304, 315, 317, 320, 400, 415*.

Oral Interpretation. Four of the following courses: SPE 201, 231, 304, 331, 332, 333, 337, 410, 431, 433*.

Rhetoric and Public Address. Four of the following courses: SPE 210, 215, 304, 317, 320, 337, 400, 420, 430*.

Communication Theory. Four of the following courses: SPE 201, 220, 300, 301, 304, 315, 320, 372, 374, 375, 400, 410, 415*.

Preprofessional Programs in Communicative Disorders. This concentration requires 12 credits of course work in speech pathology and audiology (always including SPE 260 and 261), SPE 372, 373, 374, 375, and at least 3 credits of courses in communication competencies (viz., SPE 101, 201, 215, 220, 231), as preparation for graduate studies*.

*Students will individualize the remaining credits in consultation with their advisers.

College of Business Administration - Bachelor of Science

The College of Business Administration offers a curriculum in General Business Administration leading to a bachelor of science (B.S.) degree.

Distribution Requirements. Students are required to select and pass 45 credits of course work from the general education requirements as listed on page 5. Specific requirements of the College of Business Administration in each division are listed below:

Division A

Any course for which prerequisites have been met.

Division B

MGS 101, 102 in the freshman year; MGS 201, 202 in the sophomore year.

Division C

ACC 201, ECN 125, 126 in the sophomore year.

Division D

Speech elective from Division D in the freshman year; BED 227 in the sophomore year.

Business Administration. The business administration curriculum offers the student an opportunity to study all phases of business operation. It is particularly suitable for (1) those students who are planning to operate their own businesses and are seeking a broad business background, (2) those who are preparing for positions in large organizations with training programs in which specialization is taught after employment, and (3) those who desire a general business background at the undergraduate level prior to taking more specialized graduate work.

Students who major in the general administration curriculum shall be limited to a maximum of 9 credit hours of professional electives in a specific major or concentration. A business administration student should take a broad spectrum of courses and not concentrate in one special field of study.

Junior Year

First semester: 15 credits

FIN 321, MGS 309, MKT 323, MGT 301 and a free elective.

Junior Year

Second semester: 15 credits

FIN elective, a MKT elective, a MGT elective at the 300 level, INS 301 and a free elective.

Senior Year

First semester: 15 credits

BSL 333, two professional electives and two free electives.

Senior Year

Second semester: 15 credits

MGT 410, three professional electives and a free elective.

College of Engineering - Bachelor of Science

The curriculum in industrial engineering leading to a bachelor of science (B.S.) degree is available through the Division of University Extension's Modified Weekend Program. It is exactly the same as the industrial engineering degree program offered at the URI campus in Kingston.

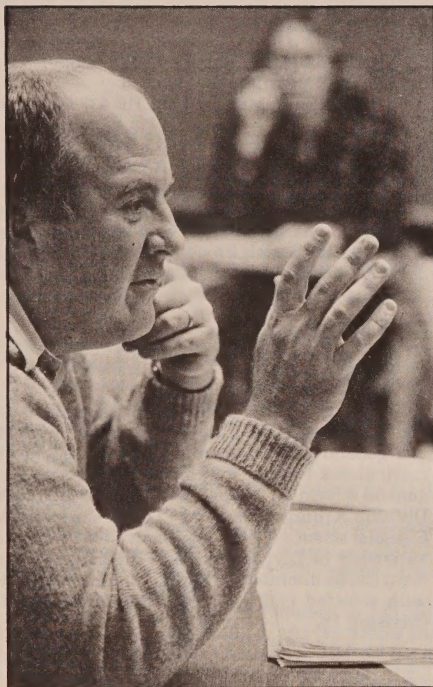
Distribution Requirements. Engineering students, in common with all students in the University, must meet the University's general education requirements listed on page 5 of this catalog. In these courses students are exposed to and challenged by concepts from the humanities and social sciences to insure that the social relevance of their engineering activities will never be forgotten.

Industrial Engineering. The industrial engineering curriculum is designed to provide significant strength in mathematics, basic science, and engineering science, plus a carefully coordinated set of courses that are of particular importance to the professional industrial engineer. Mathematical modeling of physical systems, optimization, probability and random variables, production systems, materials processing and metrology are areas that receive considerable attention. The professional portion of the curriculum is augmented with computer science and professional electives.

Upon completion, the student will be prepared to pursue a career in the many engineering opportunities in industry, transportation, government, hospitals, and service organizations. The curriculum also provides an excellent background for further formal study in industrial engineering or related fields of physical science.

Each lecture class meets twice each week during the academic year, 60 minutes on Wednesday evenings and 90 minutes on Saturday mornings. The classes start at 5:45 p.m. on Wednesdays and 7:00 a.m. on Saturdays. A student can enroll in four courses each semester. Following the schedule shown below (which includes the summer session), the student can complete the bachelor of science degree requirements in four academic years.

The concentration requires 125-129 credits.



Freshman Year**First semester: 11-12 credits**

- 4-5 CHM 101 Gen. Chemistry Lecture **and** CHM 102 Chemistry Lab. **or** CHM 191 Gen. Chemistry
- 3 MTH 141 Introd. to Calculus with Anal. Geometry
- 1 EGR 101 Introd. to Engr.
- 3 Gen. educ. elective in Div. A, C or D

Freshman Year**Second semester: 12-14 credits**

- 3-5 Natural science elective
- 3 CSC 201 Introd. to Computing I
- 3 MTH 142 Intermed. Calculus with Anal. Geometry
- 3 Gen. educ. elective in Div. A, C or D

Summer: 7 credits

- 1 EGR 102 Basic Graphics
- 3 ECN 123 Elements of Economics
- 3 Gen. educ. elective in Div. A, C or D

Sophomore Year**First semester: 13-14 credits**

- 3 ELE 210 Introd. to Electricity and Magnetism
- 4 IDE 220 Industr. Engineering I
- 3 MTH 243 Calculus and Anal. Geometry of Sev. Variables
- 3-4 MCE 162 Statics **or** PHY 213 Elem. Physics **and** PHY 285 Physics Lab.

Sophomore Year**Second semester: 13 credits**

- 3 MCE 263 Dynamics
- 3 MTH 215 Introd. to Linear Algebra
- 3 ELE 220 Passive and Active Circuits
- 4 IDE 221 Industr. Engineering II

Summer: 6 credits

- 3 PHY 223 Introd. to Acoustics and Optics
- 3 Gen. educ. elective in Div. A, C or D

Junior Year**First semester: 12 credits**

- 3 IDE 411 Engr. Statistics I
- 3 CVE 220 Mechanics of Materials
- 3 MTH 361 Math. Methods for Scientists and Engrs.
- 3 Gen. educ. elective in Div. A, C or D

Junior Year**Second semester: 12 credits**

- 3 MCE 341 Fund. of Thermodynamics
- 3 IDE 412 Engr. Statistics II
- 3 IDE 432 Operations Research I
- 3 Gen. educ. elective in Div. A, C or D

Summer: 6 credits

- 3 ACC 201 Elem. Accounting
- 3 PHY 340 Introd. to Modern Physics **or** PHY 341 Modern Physics

Senior Year**First semester: 12 credits**

- 3 IDE 350 Industr. Engr. Systems Design I
- 3 IDE 433 Operations Research II
- 3 CHE 333 Engr. Materials **or** CHE 437 Materials Engr.
- 3 Professional elective

Senior Year**Second semester: 12 credits**

- 3 IDE 351 Industrial Engr. Systems Design II
- 3 IDE 440 Materials Processing and Metrology I
- 3 MCE 354 Fluid Mechanics
- 3 Professional elective

Summer: 9 credits

- 3 Gen. educ. elective in Div. A, C or D
- 6 Free electives

General education indicated in several places above refers to one of the electives in the University's general education program, required in all curriculums leading to a bachelor's degree. The general education requirements are: 15 credits in Division A (humanities) and 12 credits in Division C (social sciences) or 12 credits in Division A and 15 credits in Division C. Each Division requirement can be diminished by a maximum of 3 credits with selected courses in communication skills (Division D).

College of Human Science and Services - Bachelor of Arts and Bachelor of Science

The mission of this College is to identify and create knowledge about the human problems of individuals and groups resulting from encounters with changing physical, social, intellectual and philosophical environments, and to prepare professionals who are competent to prevent, solve and cope with these problems.

The College, which opened on July 1, 1978, offers its students undergraduate programs in secondary education and home economics.

Area of Interest Option. All students in the College of Human Science and Services may elect to declare an area of interest which will appear on their transcripts as a category separate from their major. Credits may be drawn from any cohesive combination of courses. An area of interest may be defined as (1) the completion of 18 or more credits offered within a department and approved by the department chairperson, or (2) the completion of 18 or more credits of related studies offered by more than one department and approved by a member of the faculty competent in the area of interest and the dean of the college. It is the responsibility of the student to declare and obtain approval for an area

of interest no later than the end of the add period at the start of the senior year. Students need not declare an area of interest.

BACHELOR OF ARTS

The College of Human Science and Services offers a curriculum leading to a bachelor of arts (B.A.) degree in secondary education. The general education requirements of 45 credits are the same as those for the College of Arts and Sciences listed on pages 5-6. A total of 120 credits is required for graduation.

Secondary Education. The curriculum in secondary teacher education offers a balanced program of academic preparation and professional training. The required professional courses contribute directly both to teaching skills and to the teacher's function in carrying out the role of the school in society and they lead to a certificate to teach. In this curriculum, students must complete PSY 113 and 232.

The department also offers sufficient courses to allow a student to complete an area of interest. Students should consult the Adult Degree Office or the area coordinator.

The following courses are required in the professional sequence: EDC 102 or 103 (3), 312 or 313 (3), 372 (3), 484 (12) and 485 (3). In addition, secondary education students must take EDC 430.

All students in education will, in cooperation with their advisers, develop a 27-30 credit sequence of courses to meet the teacher certification requirement for competence in a subject area.

After admission to the department, all students must maintain an average of at least 2.20, and attain a grade of at least C in EDC 430 or 427 and 428 to be eligible for student teaching. Failure to meet these two conditions will lead to automatic dismissal from the program.

BACHELOR OF SCIENCE

The College offers four curriculums leading to a bachelor of science (B.S.) degree in home economics through the Division of University Extension. The four areas of concentration are child development and family relations; general home economics; home economics education; and textiles, clothing and related art.

The curriculum requirements are arranged in three groups. Group I, listed below, includes general education courses, Group II includes home economics courses required of all students in the College, and Group III includes those courses required for the major emphasis.

A total of 128 credits is required for graduation.

Group I General Education, 45 credits. Students are required to select and pass 45 credits of course work from the general education requirements as listed on page 5. Specific requirements of the College in each division are listed below:

Division A (18, 15 or 12 credits)

One course in art, music or theatre; one course in literature.

Division B (18, 15 or 12 credits)

One course in biological sciences or chemistry.

Division C (18, 15 or 12 credits)

One course in economics and two courses in psychology and/or sociology.

Division D

No specific requirements.

Child Development and Family Relations. This curriculum provides a general background for work with children and families, building on the Home Economics Core (Group II) and in conjunction with the 29 elective credits necessary to complete the total of 128 credits required for graduation. Courses in Group II not chosen to fulfill the core requirements should be considered for inclusion among the elective credits.

Most professions that deal with children and families require academic work beyond the bachelor's degree for continuing professional work and advancement. Individuals with a baccalaureate degree are employed as pre-professionals, however, in nursery schools, day care centers, institutions and hospitals for children, recreational, child guidance, case work and other community agencies. Similarly, some of the courses in the curriculum plus certain others in education meet the requirements for the Provisional Nursery-Kindergarten Certificate in Rhode Island. The Professional Certificate requires successful teaching experience for five years and additional academic work.

Group II Home Economics Core, 12 credits. Students are required to select and pass one course in each of the following areas: CDF 150, 200 or 355; FSN 101, 207 or 237; HMG 210, 320 or 340; TXC 103 or 224.

Group III. If not taken to meet Group II requirements, the following courses are required: CDF 150, 200, 270, 340, 355, 390, 400, 450, 302 or 403 or 406; in addition, 18 credits in home economics or related areas subject to the approval of the department, with a maximum of 6 credits in any one area outside home economics. EDC 484 and CDF 375 may not be used.

General Home Economics. This curriculum provides for general education in all areas of home

economics combined with a professional concentration selected by the student. Professional concentrations would prepare students for fields such as community agency work, consumer affairs, home economics extension, home economics in business, home economics journalism, and home economics in the urban environment.

Group II Home Economics Core, 12 credits. Students are required to select and pass one course in each of the following areas: CDF 150, 200 or 355; FSN 101, 207 or 237; HMG 210, 320 or 340; TXC 103 or 224.

Group III. If not taken to meet Group II requirements, the following courses are required: CDF 200, 340, 355; FSN 101, 207, elective; HMG 210, 320, 371; TXC 103, 216, 224; in addition, the student is required to take at least 15 credits for professional concentration designed to meet his/her professional goals (adviser approval required).

Home Economics Education. This curriculum, open to both men and women, provides the following options:

Option I: Teacher Certification. This program meets the State of Rhode Island requirements for certification (K-12) and also meets the Interstate Certification Compact which allows certification reciprocity with 31 states. The student teaching experience in the public schools (as well as additional field experiences) is included in the program during the senior year.

Option II: Non-Teacher Certification. This program prepares individuals to teach and direct educational activities in settings such as business, community agencies, adult programs, and home economics cooperative extension. An eight-credit, eight-week intern experience is included in the program during the senior year.

Group II Home Economics Core, 12 credits. Students are required to select and pass one course in each of the following areas: CDF 150, 200 or 355; FSN 101, 207 or 237; HMG 210, 320 or 340; TXC 103 or 224. Because of certification requirements, courses need to be selected carefully from Group II.

Group III. If not taken to meet Group II requirements, the following courses are required: CDF 200, 355, elective; EDC 102 or 403 or 407, 312; EDC 484 or HED 483; HED 334, 337, EDC or HED elective; FSN 101, 207, 221; HMG 320, 340, elective; TXC 103, 216, 305 or its equivalent.

Textiles, Clothing and Related Art. The curriculum is open to both men and women with ability and professional interest in the artistic and technical aspects of the subject. Programs of study can be arranged to prepare students for positions in merchandising of apparel and home furnishings, home sewing industry, museum education,

consumer services and product development, textile marketing. Qualified students can prepare for graduate studies.

Textile Marketing and Fashion Merchandising. Supporting courses in marketing or management.

Textile Chemistry and Technology. Programs in these areas are arranged in cooperation with the Philadelphia College of Textiles and Science.

Textile Science. Supporting courses in statistics, physics and chemistry.

General TCRA Program. Supporting areas are planned according to professional goals of students and may include courses in gerontology and family studies to qualify for work in clothing needs of the handicapped and the aged.

Group II Home Economics Core, 12 credits. Students are required to select and pass one course in each of the following areas: CDF 150, 200 or 355; FSN 101, 207 or 237; HMG 210, 320 or 340; TXC 103 or 224.

Group III. If not taken to meet Group II requirements, the following courses are required: TXC 103, 224, 216 or 327, 303*, 340 or 440, 390, 433, 9 credits TXC electives (6 credits must be upper-level courses); in addition, 18 credits, with at least 9 credits in any one area, must be selected in relation to specific professional options.

College of Resource Development - Bachelor of Science

The College offers two curriculums through Extension leading to the B.S. degree: Food Science and Technology and Nutrition and Dietetics. Each of these provides flexibility for students to serve their individual needs and interests, and therefore demands a close relation with a faculty adviser in program construction. The requirements of each curriculum are summarized below. Additional information may be obtained from the Office of Resident Instruction, College of Resource Development at Kingston. Both curriculums require a total of 130 credits.

Food Science and Technology. The University is officially recognized by the Institute of Food Technologists as offering a curriculum in Food Science and Technology. This curriculum is designed to provide undergraduate students with the qualifications needed to move directly into a variety of professional opportunities in food technology available at the bachelor's level.

*CHM 124 is a prerequisite for TXC 303.

The basic core requirements of the curriculum are:

- 6 credits in introductory nutrition and food science courses,

- 10-12 credits in the biological sciences, such as animal biology, plant biology and microbiology,
- 19-20 credits in the physical sciences in the form of a two-semester sequence in inorganic chemistry, a two-semester sequence in organic chemistry (or one course each in organic and biochemistry), and a course in general physics,

- 9 credits of mathematics and statistics such as MTH 109, 141, EST 408,

- 6 credits in communications skills such as one course each in writing and speech,

- 21 credits of social science and humanities, required to meet the University's general education requirements.

Some 39 credits are designated as program credits to be selected by the student with adviser approval. At least 24 of these credits must be at the 300 level or above. To meet IFT standards, CHE 447, FSN 421, 431, 432, 433, and MIC 412 must be included in the program. The remaining credits are classed as free electives with the selection at the student's discretion.

Nutrition and Dietetics. This curriculum provides a flexible framework within which students with proper advising can prepare for careers as therapeutic or administrative dietitians; food and nutrition research technicians and scientists; quality food service and institutional managers; and test kitchen, test panel and consumer education specialists. Qualified students can prepare for graduate programs.

The basic core requirements of the curriculum are:

- 9 credits in introductory nutrition, foods and food science,

- 13-16 credits in biological sciences such as animal biology, plant biology, human physiology and microbiology,

- 11 credits in chemistry such as a course each in inorganic, organic and biochemistry,

- 3 credits of algebra/trigonometry,

- 6 credits in communication skills such as one course each in writing and speech,

- 21 credits in the social sciences and humanities, required to meet the University's general education requirements.

Some 45 credits are designated as program credits, to be selected by the student with adviser agreement. At least 24 of these credits shall be at the 300 level or above.

For those students electing to meet the standards of the American Dietetics Association, the following professional courses shall be included in the program: FSN 331, 333, 334, 335, 441, 444, ADE 488, MGT 300 and EDC 312. These students will also include PSY 113, SOC 202 or 304, APG 203 or

SOC 208, and an economics course.

The remaining credits are classed as free electives with selection at the student's discretion.

The Graduate School

There are four graduate programs currently offered through the Division of University Extension in Providence.

Master of Arts in English

Admission requirements. Graduate Record Examination (GRE) and a minimum of 21 credits in English with a B average in all English courses.

Program requirements. 24 credits plus thesis (6 credits); or 30 credits (including two 600-level seminars) plus comprehensive examination in three fields.

Specializations. All fields of English and American literature.

Master of Business Administration. The M.B.A. program is offered in the evening at the Division of University Extension for part-time students. Candidates may begin the program in June, September or January of each year. Applications to the dean of the Graduate School should specify the M.B.A. program and indicate on which campus study is to be undertaken.

Admission requirements. Undergraduate grade point average of approximately B or above and a score at the 50th percentile or above on the Graduate Management Admissions Test (GMAT). Applicants for whom English is not the native language will be expected to demonstrate proficiency in written and oral communications (TOEFL total score of 575 or above), or they may be required to correct deficiencies by taking selected courses for no program credit.

Program requirements. The non-thesis program requires 60 credit hours. Students who have to satisfy all foundation requirements will need five or six calendar years to complete the program. There are 24 credit hours of foundation courses providing the basic tools for administration: ACC 510; BSL 500; ECN 590; FIN 540; MGS 579, 580, 581, 585; MGT 530; MKT 550. These foundation course requirements may be satisfied by (1) taking the course, (2) having passed a similar course or courses at an accredited institution (subject to review), or (3) passing a proficiency examination within one year after entry to the program.

After completing the foundation courses, the student will complete the remaining 36 credit hours: ACC 611; ECN 690; FIN 641, 645; MGS 671, 682; MGT 626, 681; MKT 651; plus nine credit hours of elective courses in the College of Business

Administration or outside the College of Business Administration, provided the student obtains prior permission from the M.B.A. director.

All 500- and 600-level courses offered by departments in the College of Business Administration are open to matriculated graduate students only.

Specializations. Accounting, finance, insurance, management, management science, marketing, health care administration.

Master of Public Administration

Admission requirements. GRE, with undergraduate credit in basic political science and political theory.

Program requirements. The M.P.A. has the non-thesis option with comprehensive examination and internship required. Competency in two of three areas, accounting, computer science or statistics, is required and can be demonstrated by a basic course at the undergraduate level or by examination.

Master of Science in Mechanical Engineering and Applied Mechanics

Admission requirements. Scores on the Verbal, Quantitative and Analytical Aptitude Tests of the Graduate Record Examinations (GRE) are required of all applicants; B.S. degree in aerospace engineering, applied mechanics, or mechanical engineering, or in a related field such as applied mathematics, applied physics, civil engineering, engineering science.

Program requirements. Completion of a minimum of 30 credit hours exclusive of seminar. A thesis is required of all students, as well as two advanced-level courses in mathematics (or one in mathematics and one in computer science) or equivalent; one course outside area of specialization; and MCE 501, 502. All specializations require use of digital computer techniques. Thesis work can be integrated with ongoing company problems for those employed in the field. The program offerings available in Providence may also be taken by Ph.D. candidates.

Specializations. Applied mechanics, fluid mechanics, interdisciplinary studies, machine design, systems, thermal science.

University Extension - Bachelor of General Studies

In January of 1977 the Division began offering its own degree program, the Bachelor of General

Studies (B.G.S.). This degree is a time-shortened undergraduate program for mature adults who have been out of school and who have personal and career goals which make a bachelor's degree desirable or necessary.

The program's objectives are to give B.G.S. students a chance to renew their learning skills, to become acquainted with the broad areas of human learning, to become proficient in their chosen areas of concentration, to develop and demonstrate an ability to apply their academic learning. The program's reduced-time commitment recognizes the knowledge mature adults have already acquired and permits them to move into an area of concentration as rapidly as possible.

Program Requirements. To be admitted to the program an applicant must have been away from full-time study for five or more years and must be able to meet the University's requirements for general admission. All applicants should see the B.G.S. adviser. Those with previous college credit, especially, should see the adviser and investigate whether this program is the one most suited to their needs and their goals. This program will be time-shortened chiefly for those who have had little or no previous college work.

The Pro-Seminar. This course meets for two hours a session, twice a week. Its purpose is to help students gain a clearer picture of the world of ideas and learning, of their own academic strengths and interests, and of the B.G.S. program itself. Focusing on a relevant theme (such as Approaches to Knowledge), students will read, discuss and write. Besides clarifying the kinds of knowledge that college study offers, this course serves to sharpen the skills needed for college learning.

CLEP Examinations. Credit for some of the general education requirements can be earned through the College Level Examinations Program (CLEP). These examinations will be administered during the Pro-Seminar to help students save time as well as to indicate areas where general education courses might be necessary.

The CLEP General Examination tests general knowledge. In addition, a student may take any of the CLEP Subject Examinations, some of which may be used for credit at the University. Neither category of CLEP examinations is used for admission; there is no question of "passing" or "failing" these tests. They simply provide a chance for the student to save time and money by placing out of some courses. Further information about the examinations is given during the Pro-Seminar.

Area of Concentration. Each concentration is interdepartmental and consists of 15 three-credit courses. Two different areas are currently available: one in business, and the other in human services. Other areas of concentration are being de-

veloped and will be added to the B.G.S. program as they are approved. The business program courses are taken from the College of Business Administration regular course offerings. The courses in the human services concentration are drawn from among the upper-level courses in the appropriate areas such as psychology, social welfare, political science and sociology.

B.G.S. Area Seminars. These are specially designed new courses (six credits each) taught by faculty from several academic disciplines. They are aimed at a comprehension of the approaches of the social sciences, the natural sciences and the humanities, and will take into account the experience and interest of adult students.

Final Project. Under faculty guidance, students, working independently or in groups, will produce a project or paper relevant to their academic objectives.

The Bachelor of General Studies degree program requires a total of 100 credits. The degree thus earned from the University is the equivalent of a bachelor's degree in the labor market or as a credential for entering graduate school.

NON-DEGREE PROGRAMS

Certificate Programs

These programs are offered in a number of subject matter areas to provide the serious student with a concentrated body of knowledge in a specific area of endeavor. The programs are career-oriented and serve to introduce the individual to a new field of work or to increase his degree of expertise in his chosen field. Certificate programs currently available and the courses included in each program are listed below. New programs may be developed by the Office for Community Service upon receipt of a request from an organization or a group of individuals. Certificate students are required to maintain a C average. Students who have successfully completed all required courses in a certificate program should file with the Office of Finance and Records for certification.

Counselors of Alcoholics and Other Drug Users. This program is designed to increase the store of information and intervention techniques for counselors, program developers and others involved in alcohol programs and, to a lesser extent, in drug programs. It is designed as a "mini-series" to train and upgrade such individuals.

The program is offered in an attempt to meet or

anticipate proposed national and state requirements for standards for alcohol counselors. Completion of the program indicates that the student has successfully met the University requirements for the certificate; no legal sanction is implied. Persons who have taken one or more of the required courses elsewhere may apply for transfer credit.

State in-service training credits will be given, provided the course or courses are job-related.

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|----------------|---|
| PSY 254 | Behavior Problems and Personality Disorders (3 credits) |
| PSY 461 | The Alcohol Troubled Person (3 credits) |
| PCL or PSY 436 | Psychotropic Drugs and Therapy (3 credits) |
| EDC 450 | Introduction to Counseling (Section A, 3 credits) |

Program Prerequisite: PSY 113 General Psychology or equivalent.

Criminal Justice Planning. This 24-credit program is designed to familiarize students with the planning process and to develop skills to the level at which routine planning problems can be handled effectively. The program is open both to undergraduate students wishing to complete courses as part of degree requirements and to those employed in the planning field wishing to upgrade their skills. For further information, contact the Director of Community Centers.

Core Courses (five required)

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|---------|---|
| CSC 201 | Introduction to Computing (3 credits) |
| ENG 110 | Composition (3 credits) |
| IDE 491 | Special Problems (special section with focus on the applicability of systems analysis to criminal justice planning) (3 credits) |
| PSC 474 | Criminal Justice System (3 credits) |

Social Science Elective (choose 1)

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|---------|---------------------------------|
| ECN 125 | Economic Principles (3 credits) |
| PSC 113 | American Politics (3 credits) |
| SOC 202 | General Sociology (3 credits) |

Elective Courses (three required)

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|---------|---|
| ECN 126 | Economic Principles (3 credits) |
| ECN 376 | Introduction to Quantitative Methods II (3 credits) |
| ECN 403 | Theory and Topics in the Economics of Crime (3 credits) |
| PSC 288 | Introduction to Law (3 credits) |
| PSC 472 | Civil Liberties (3 credits) |
| PSC 473 | Administrative Law (3 credits) |
| PSC 491 | Principles of Public Administration (3 credits) |
| PSC 498 | Public Administration and Policy (3 credits) |
| HIS 341 | United States History Since 1945 (3 credits) |

- SOC 314 Juvenile Delinquency (3 credits)
 SOC 330 Criminology (3 credits)
 SOC 340 Majority-Minority Relations (3 credits)
 SOC 416 Deviant Behavior (3 credits)

Executive Development Program. Once a week for 10 weeks executives from middle and top management positions meet for a class lecture at 5 p.m., have dinner together in a private dining room from 6 to 7 p.m., and continue their colloquium until 9 p.m. The purpose of this program is to enhance the executive's understanding of himself, the organization of which he is a part, and the society in which he lives. Topics include development of responsibility and initiative, communication process, and decision-making. Of the more than 400 executives who have participated in this program since its inception in 1957, most have been sponsored by their respective companies.

Insurance Certificate. This program provides for the professional improvement of insurance brokers, agents and company personnel, and aims to effect higher standards in the insurance business.

The first three courses are Insurance Institute of America courses leading to the Certificate in General Insurance of the IIA. Successful completion of all six courses leads to the Certificate in Insurance awarded by the University.

Persons professionally engaged in the insurance business or planning to enter the field may apply for admission. A high school diploma or Rhode Island equivalency is required. This certificate program is approved by the Insurance Division of the Department of Business Regulations of the State of Rhode Island. Courses include:

- INS 010 General Principles of Insurance — IIA
 INS 21 (4 CEU's)
 INS 013 Property Insurance — IIA INS 22
 (4 CEU's)
 INS 014 Casualty Insurance — IIA INS 23
 (4 CEU's)
 INS 022 Automobile Insurance
 (4 CEU's)
 INS 033 Workmen's Compensation Insurance
 (4 CEU's)
 INS 043 Commercial and Personal Multiple Peril
 Insurance (4 CEU's)

Machine Design. This four-course program is offered in cooperation with Brown & Sharpe Manufacturing Co. It is designed for draftspersons and machine designers. Concentration is on the engineering fundamentals which underlie all machine design. Courses include:

- MCE 003 Fundamentals of Machine Design —
 Part I (2 CEU's)
 MCE 004 Fundamentals of Machine Design —
 Part II (2 CEU's)
 MCE 005 Fundamentals of Machine Design —
 Part III (2 CEU's)

- MCE 006 Fundamentals of Machine Design —
 Part IV (2 CEU's)

Real Estate. This program is designed to provide for professional improvement of brokers and salesmen and to effect higher standards in real estate practice. The real estate fundamentals and real estate practice and brokerage courses will prepare the student to take the Real Estate Salesman and Real Estate Broker examinations. Ninety hours of classroom work are required to take the Real Estate Broker examination. Eminent realtors are guest lecturers in their specialty areas. Persons professionally engaged in real estate or planning to enter the field may apply for admission. Four required courses and one elective course are required for a certificate.

- RES 041 Real Estate Fundamentals (4 CEU's)
 RES 042 Real Estate Practice and Brokerage
 (4 CEU's)
 RES 043 Residential Construction and Costs,
 elective (4 CEU's)
 RES 044 Real Estate Mortgage Lending (4 CEU's)
 RES 046 An Introduction to Appraising Real
 Property (4 CEU's)
 RES 047 Environmental Factors in Real Estate,
 elective (4 CEU's)

Nursing Home Administrators Institute. These courses are designed to prepare participants for required state examinations and to increase their knowledge of nursing home administration. To receive a certificate a student must successfully complete four of nine specialized courses. The program is designed to be completed within two years with a total of 100 classroom hours.

- NHA 001 Survey Course for Nursing Home Ad-
 ministrators (and individuals preparing
 to become administrators) (2.5 CEU's)
 NHA 002 General Administration for Nursing
 Home Administrators (2.5 CEU's)
 NHA 003 Psychology of Patient Care and Princi-
 ples of Medical Care (2.5 CEU's)
 NHA 004 Fiscal Planning and Operation of a
 Nursing Home (2.5 CEU's)
 NHA 005 Legal Aspects of Nursing Home Ad-
 ministration and Unionization (2.5
 CEU's)
 NHA 006 Executive Development Seminars for
 Nursing Home Administrators (2.5
 CEU's)
 NHA 009 Geriatric Nursing (2.5 CEU's)
 NHA 011 Management Skills for the Adminis-
 trator of a Health Care Facility (2.5
 CEU's)
 EDC 409 Health Aspects of Aging (3 credits)

Plant and Soil Science. This five-course program is for persons who are interested in subjects related to the planning and maintenance of attractive

lawns, gardens, ornamental shrubs, trees, and flower planning and planting. Homeowners, greenskeepers, persons with an avocational interest in horticulture, as well as those contemplating professional activities in nurseries and landscape gardening organizations are encouraged to apply.

- PLS 101 Home Grounds (3 credits)
- PLS 104 Plants, Man and the Environment (3 credits)
- PLS 233 Floral Art (3 credits) **or**
- PLS 234 Flower Garden Management and Floral Design (3 credits)
- PLS 242 Appreciation of Landscape Design (3 credits)
- PLS 341 Lawn Management (3 credits)

Quality Control. Executives, supervisors, engineers and inspection personnel learn how to coordinate the quality maintenance and improvement efforts of various groups in an industrial organization. Courses include:

- QLC 010 Introduction to Quality Control: Statistical Quality Control (Course 1) (4 CEU's)
- QLC 020 Advanced Statistical Analysis and Administration (Course 2) (4 CEU's)

Institutes and Special Programs

Because a number of community sources have increased their demand for specially tailored courses, the Division of University Extension has expanded the community services portion of its program. Experienced staff have been added and will be available for consultation. These services assist business and industry, labor, professional groups, public service agencies, state and local governments and other community groups desiring a particular educational program. The programs may take the form of short courses, seminars, conferences, institutes, or in-service courses. Arrangements may be made to conduct the in-service programs on the premises of the contracting agency or in some other convenient location.

In addition to the conferences and institutes listed below, the University is currently running in-service courses in human relations for supervisors and persons in management development, nursing home administration, career planning, ecological problems, insurance, real estate and fund raising. To initiate a program, write or call the Office for Community Service.

Executive Management Institute on Human Resources Management. The 33rd Annual Executive Management Institute on Human Resources Management will be held in May. This is a one-day

institute for the benefit of individuals having a professional interest in industrial relations and personnel problems.

Insurance Institute. The Annual Insurance Institute will be held in June in Providence. It is an extensive program covering liability, property, fire, theft and automobile insurance and suretyship.

Institutes for the Department of Employment Security. Each year the Division conducts an institute in management development and an institute in personal development for the personnel of the Department of Employment Security. These institutes are one-week programs held on the campus at Kingston in June.

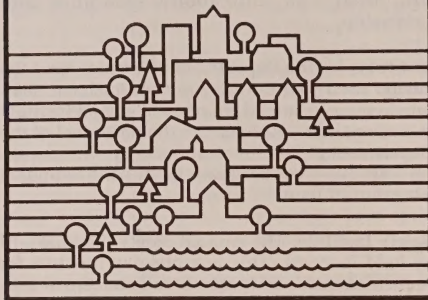
Safety Institute. The Annual Safety Institute will be held in April. This is a one-day institute for industrial, state and local officials concerned with industrial safety.

Federal Tax Institute. The Annual Institute on Federal Taxation will be held in November. This is a one-day institute for persons having a professional interest in problems of federal taxation.

Law Institute. The Annual Law Institute will be held in June on the campus in Kingston. This is a two-day program for members of the Rhode Island Bar Association who are interested in keeping abreast of current problems in law.

Workers' Education. Three-day institutes for union officials and members of the United Steel Workers of America, the United Rubber Workers of America, and the Railroad Brotherhoods are held on the Kingston campus in the summer. The lectures are of particular value to persons interested and active in trade unionism. Afternoon and evening courses are available when requested by the various local unions in the state. The Workers' Education Program is offered in cooperation with a Workers' Education Advisory Committee made up of representatives of labor unions.

Registration and Admission



Registration

Any adult may enroll as a non-matriculated undergraduate student. Enrollment in University courses offered by the Division of University Extension is accomplished by completing a registration form prior to the beginning of each semester. Being enrolled in a course is not the same as being admitted to the University. To apply for admission to an undergraduate degree program a student must follow the application procedure stated below. However, credits earned through successful completion of courses may eventually be applied toward a degree program upon a student's acceptance as a degree candidate.

All information and forms necessary for registration are included in the semester course list printed two to three weeks before each term begins. The lists, containing up-to-date course offerings and fees, are available during the registration periods, or they may be obtained through written or telephoned request. Students may register for courses by mail or in person. Registration goes on day and evening at the Extension Building in Providence. In addition there are special registration days at the Community Centers of Davisville, Kingston, Middletown and Westerly.

Some changes in scheduling occur each semester. Insufficiently enrolled courses must be canceled, additional sections may be added in heavily enrolled areas, and conflicts may develop in the student's schedule. Adviser assistance is available for the following procedures.

Cancellations. Underenrolled courses are canceled toward the end of the registration period. Students having one or more of their courses eliminated may sign up for alternatives or apply for a refund.

Drop and Add. Students are permitted to add courses, but only during the first two weeks of classes, by completing a Drop/Add form. Fees for additional courses are paid at this time. Courses may be dropped according to the same procedure during this period. After that, a written request to drop a course must be sent to the Office of Finance and Records at the Division of University Extension. It is advisable that withdrawal from a course be done before midsemester. After the eighth week of class the instructor must assign a grade.

Postponements. In case of bad weather or other emergency conditions, the Division will announce class cancellations on radio stations WPRO, WJAR, WEAN, WLKW, WADK and WERI. Normally the instructor will arrange a make-up class. Individual class cancellations (due to illness, emergency, etc.) and rescheduling will be handled by the instructor of that class.

Records. Each term instructors are provided with rosters of students enrolled in their courses. These rosters are periodically brought up to date. Students whose names do not appear on the roster are advised to check with the Office of Finance and Records. Each faculty member has the responsibility and authority for determining class attendance requirements. These requirements shall be announced at the beginning of the semester.

Grades and Points. All grades are reported as A, superior; B, good, above average but not superior; C, average; D, low grade, below average, passing; F, failure; S, satisfactory; U, unsatisfactory. Grades are given quality point values as follows: A, 4 points; B, 3 points; C, 2 points; D, 1 point; F, S and U, 0 points. These points are cumulatively recorded on the transcript and constitute the student's overall quality point or grade point average.

Incompletes. A grade may be reported as "incomplete" only when course work has been of passing quality but has not been completed due to illness or some comparable reason not within the control of the student. Incomplete grades that are not removed from an undergraduate student's record by the following midsemester will remain on the student's permanent record. Incomplete grades that are not removed from a graduate student's record within one calendar year will remain on the student's permanent record.

Audits. Courses at the Division may be "audited." Students attending classes as auditors are exempted from both class participation and examinations. No credit is earned for audited classes, and

the cumulative quality point average is not affected. Fees are the same as for courses taken for credit.

Pass/Fail Option. Students may choose to take certain courses on a "pass/fail" option. This plan encourages students to increase their intellectual breadth and discover aptitudes in new areas of knowledge. A student above the freshman level who is not on probation may register under this plan for courses considered by the college in which he is enrolled as free, unattached electives. Courses that are stipulated in the student's curriculum as degree requirements or general education requirements may not be included. Grades will be S (satisfactory) or U (unsatisfactory). The S grade is credited toward degree requirements but not included in the quality point average. The U grade is not credited and is the equivalent of an F grade in calculation of quality points. Pass/Fail Option forms are available at registration.

Continuing Education Units. Some of the courses which are not credit-bearing are assigned a number of Continuing Education Units (CEU's). The CEU is a national measurement unit now being used for recording, transfer and recognition of participation in continuing education courses and programs. One CEU is awarded for each ten contact hours of instruction. Certification of CEU completion will be sent to students upon request.

Transcripts. Each student is entitled to one official transcript without charge. For each additional official transcript, the charge is \$2. Copies will be mailed in response to written requests only, which should be addressed to the Office of the Registrar, University of Rhode Island, Kingston, R.I. 02881. Transcripts will not be issued to students who have any unpaid financial obligation to the University.

Change of Address or Name. It is the responsibility of the student to notify the Adult Degree Office of any change of address or name.

Alternative Opportunities for Credit. In addition to completing course work for credit, there are available programs in which students may earn credit by examination.

College Level Examinations Program (CLEP). Students who are beginning their degree program course work are urged to take the CLEP General Examination. Opportunity for taking the examination is provided in both the Pro-Seminar and the SCRATCH course, and it is important that students who intend to take it do so early in their studies. University regulations prohibit CLEP General Examination credits from increasing a student's total beyond 45 credits. A total of 21 credits may be acquired from the four sections of the General Examination.

CLEP Subject Examinations may be taken at any time in a student's program until the semester before graduation. The approved list includes: Afro-American history, American government, American history, American literature, analysis and interpretation of literature, biology, calculus, college algebra, educational psychology, elementary computer programming, English literature, general chemistry, general psychology, history of American education, human growth and development, introduction to business management, introductory accounting, introductory business law, introductory marketing, microbiology, statistics, tests and measurements, and Western Civilization. Students should check with the Adult Degree Office before registering for a CLEP Subject Examination. Individual arrangements to take either the CLEP General Examination or the Subject Examinations are made directly with the Office of Psychological Testing at D.U.E.

Proficiency Examinations. Matriculated students who show evidence of advanced knowledge or who have taken "enriched" programs in high schools may be exempt from certain courses and requirements if they take departmental proficiency examinations. A student who successfully passes such an examination earns credits as well as exemption from the course. For example, credit for ENG 110 may be awarded for successful performance on an English Department Writing Sample. Students interested in taking a proficiency examination should consult with the appropriate area coordinator or department chairperson.

Expenses and Finances. Charges and fees set forth in this listing are subject to change without notice. All charges are payable by the semester and are due at the time of registration. Checks or money orders should be made payable to the University of Rhode Island. For financial assistance refer to "Financial Aid," in the Student Services section below.

Tuition and Fees. Registration fee is \$8.00, payable once each semester. The tuition fee for in-state students is \$33.00 per credit undergraduate and \$44.00 per credit graduate. The out-of-state student tuition is \$40.00 per credit undergraduate and \$50.00 per credit graduate.

Installment Plan. Fees can be paid in two installments. Upon registration the student pays one-half of the total tuition, plus the \$8.00 registration fee and the installment plan fee of \$3.00 for one course or \$5.00 for two or more courses. The balance of the tuition will be due on October 10, 1978 (fall semester), and February 19, 1979 (spring semester). Students withdrawing after these two due dates are still obliged to pay the full balance. (Failure to meet payment obligations will result in forfeiture of the installment plan benefit in the future, and

transcripts will be withheld until payments are made.) There will be no exceptions.

Refund Policy. Written notification must be submitted to the Office of Finance and Records. All refunds are based on course fees only, and are calculated according to the following scale:

Before first week	100%
During first week	80%
During second week	60%
During third week	40%
During fourth week	20%
After fourth week	No Refund

Students on the budget plan will receive a refund based on total course fee liability. The registration fee is refundable only when a course is canceled or closed by the University. There is no charge for adding a course to replace one dropped or canceled.

Senior Citizen Waiver. All students who are 65 years of age or older are permitted enrollment in any course (on a space-available basis) with payment of the registration fee alone. This tuition waiver, mandated by the Board of Regents, applies to both the Division of University Extension and the main campus at Kingston.

Admission to the University

Beginning students who have been away from school for some time and have little or no course work beyond high school are encouraged to register in one of the special entry courses. These are specially designed courses to help students begin college work. The SCRATCH course is recommended for many incoming students. This includes readings, discussion and writing, and prepares students for continuing course work. Those interested in the Bachelor of General Studies program must start with the Pro-Seminar. This course, meeting twice a week, two hours each time, focuses on the world of ideas and learning, and helps students assess their own academic strengths. In both courses, students will be advised on ways to earn college credits, both through additional course work and through examinations such as CLEP. SCRATCH and the Pro-Seminar are offered days and evenings at Extension, and evenings at the Community Centers.

Application Procedures. A student wishing to enroll in an undergraduate degree program at D.U.E. does so through the Adult Degree Office. An initial interview is recommended so that program options may be explored as well as the student's capabilities. A student then files an Application for an Undergraduate Degree and provides the Adult Degree Office with official transcripts of

high school course work. If transfer credit from other post-secondary institutions is sought, transcripts of this course work must also be included. (Transfer credit is officially applied to a University transcript only after the student has been fully accepted or matriculated.) After the application form and the required documents have been submitted and processed, students will be notified of full acceptance or matriculation. At this point, students indicate acceptance of matriculated status through payment of a matriculation fee.

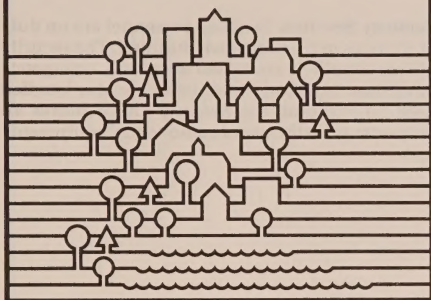
Students admitted to undergraduate degree programs consult with the appropriate faculty coordinator concerning their area of concentration. A worksheet of courses is prepared and maintained as a checklist toward graduation requirements.

Intention to Graduate. It is the strict responsibility of the student to file an Intention to Graduate form with the A.D. Office three semesters in advance of the contemplated date. If there is a change of date, a new form must be filed. In addition, during the semester before graduation the student should make an appointment with the Adult Degree Office senior adviser. This is for the purpose of doing a complete check of the worksheet. In the event that any problem should arise at this point, a semester would remain for the student to complete the program. Unless both these procedures are carried out by the student, there is no assurance that the student's name will appear on the graduation list.

Off-Campus Courses. A matriculated student who wishes to study at another accredited institution and use that course work to satisfy requirements at the University of Rhode Island must complete an Off-Campus Permission form, which may be secured at the Adult Degree Office. Signed approval for such courses will ensure that both grades and credits will be awarded. Students in their final semester before graduation, however, will not be granted permission for such off-campus registration except in extraordinary circumstances. This same prohibition applies to the taking of CLEP Subject Examinations.

Matriculated students who wish to register for course work on the Kingston campus may do so provided that they do not exceed 11 credits per semester. Appropriate forms may be secured in the Adult Degree Office and must be signed by the assistant dean for adult degree programs.

Student Services



Counseling. D.U.E. provides a number of counseling services designed to keep education at a personal, individual level by offering assistance to students in choosing a field of study, completing the registration procedure, developing effective study habits, coping with situational crises, or planning for graduate school or a career.

Academic Advising. Advice and assistance is always available at the Division of University Extension. Questions about registering for courses, about programs of study or about the University in general can be answered by a staff of academic advisers on duty day and evening at Extension in Providence, and evenings on a rotating basis at the Community Centers. In addition, walk-in advising without appointments is provided throughout the registration period.

Students who are matriculated or who plan to apply for admission consult with the Adult Degree Office. All administrative details of a student's academic program are handled by this office. Students who have declared an area of concentration, a major area of study, are advised on specific requirements by the faculty coordinator for that particular program. Those enrolled in the Industrial Engineering Modified Weekend Program are advised by the faculty coordinator on the main campus, and undergraduate Business Administration students may receive assistance from advisers available in the Office of Finance and Records in the evenings. Students interested in graduate programs can contact area coordinators directly.

Personal and Career Counseling. Most D.U.E. students have decided that they want to make a life or

career change, but many do not know when they enroll what that change should be. To assist those students, the Division provides personal and career counseling services — for no additional charge. Individual counseling and counseling in groups is offered. Group counseling includes a transition group for women and men, a women's support group, and career seminars.

The counseling services provide opportunities for D.U.E. students to meet with counselors trained in psychological and career counseling in order to talk, sort out feelings, solve problems and make decisions. Examples of personal issues that students may wish to discuss are divorce, life transitions, family changes that result when a woman takes on the student role, and lack of self-confidence. Examples of study problems that a student may wish to take to a counselor are difficulties in concentrating and in time management. Students may seek career counseling for help in choosing a major, in formulating ultimate career objectives beyond college, and for skills in job hunting.

The Office for Personal and Career Counseling Services is located in the Extension Building.

Psychological Testing Services. This professionally staffed unit of the Division of University Extension exists to provide a number of psychological services and evaluations to students. Decisions about career goals and educational approaches are sometimes difficult to make. Many people know what they want but may need some help in learning how to achieve it. Others are confused about where they fit in the educational-vocational world, and these are the individuals that should call on Psychological Testing Services for help if only to know more about their own vocational and educational strengths and weaknesses. Tests administered include, among others, aptitude, interest, general mental ability, as well as the College Level Examination Program. Fees for these services are modest. Psychological Testing Services is accredited by the International Association of Counseling Services, Inc. Offices are in the Extension Building.

Financial Aid. The University subscribes to the basic premise that the student or the student's family has the primary obligation to pay for the student's education. Accordingly, the College Scholarship Service Questionnaire is used to determine the student/family ability to contribute. Financial aid is awarded without regard to age, race, sex or preference, creed or national origin. The Student Financial Aid Office determines eligibility and the type of aid to be offered. Aid is granted on an academic year basis. Applicants will be considered for all grants, loans and employment. For more detailed information, contact the Student Financial Aid adviser.

Health Services. Matriculated students at the Division of University Extension are eligible for the University's Health Services on the same basis as are all University students. General medical services at the infirmary, specialist services and ancillary services (pharmacy, lab, x-ray, etc.) are available at Kingston. These services require payment of a semester infirmary fee in addition to a yearly insurance fee. D.U.E. students who wish to take advantage of the plan must subscribe to both the infirmary and the insurance programs.

Honor Societies. Students are eligible for admission to a number of national honor societies. Phi Beta Kappa, the national liberal arts honor society, requires that 60 credits be taken at the University. Phi Kappa Phi, the honor society for general scholarship, requires 45 credits to be taken at the University. More specialized honor societies include Omicron Nu (home economics), Phi Alpha Theta (history), and Kappa Delta Pi (education).

Library. The Extension Building in Providence houses an air-conditioned library with more than 25,000 volumes, over 300 periodical subscriptions, plus loan services from the main campus. The collection is designed as support for D.U.E. students and is supplemented by microfilms, slides, cassettes, recordings and a listening center. Regular hours are from 8:30 a.m. to 9:00 p.m. Monday through Thursday and until 4:30 p.m. on Friday.

Bookstore. Books for any course offered in Providence are available at the Division of University Extension bookstore located in the Extension Building. Texts for courses at the Community Centers are sold in the centers during the first two weeks of classes. Besides textbooks, the bookstore has bestsellers, sportswear, gifts and general supplies. Hours are from 10:00 a.m. to 7:00 p.m. Monday through Thursday. Longer hours and extended services are provided at the beginning of each semester.

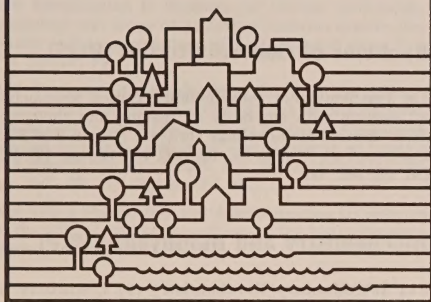
Student Center. Located in the Extension Building, the Student Center provides a spacious and comfortable atmosphere for students, faculty and staff to meet, talk and relax. Hot and cold food is available, and doors are always open.

Early Learning Center. The Early Learning Center is a Rhode Island registered child care center for three- and four-year-old children. The school operates in conjunction with the Division of University Extension's hours for morning classes, 8:30 a.m. to 12:00 noon, Monday through Friday. Children of Title XX parents (Day Care Service) and the community are welcome. For further information, contact the Adult Degree Office.

Copy Service. Students have access to photocopying machines in the library. Copies may be made from either printed material or microfilm. Faculty who may need multiple duplicating, such as mimeograph, offset and ditto, are referred to Duplicating Services, located in the Extension Building.

Security Services. Security personnel are on duty at all times in the Extension Building. The security officer should be contacted about any emergency situations. Lost and found items are also handled here. In addition, the Security Office makes arrangements for the use of audio-visual equipment.

Courses of Instruction



The undergraduate and graduate courses offered at the Division of University Extension are listed on the following pages by subject in alphabetical order. Courses numbered 001 to 099 are pre-freshman and special undergraduate courses and do not carry bachelor's degree credit. Those numbered 100 to 299 are lower division undergraduate courses and those numbered 300 to 399 are upper division undergraduate courses. The 400-level courses are generally limited to juniors and seniors majoring in a field, but open to other advanced undergraduates and to graduate students with permission.

The 500-level courses are graduate courses with a bachelor's degree usually prerequisite, but qualified seniors and honors students are admitted with permission. Courses at the 500 level comprise the majority of course work between the bachelor's and the master's degrees. Those at the 600 level are advanced graduate courses. The 900-level courses are special types of graduate courses including graduate courses for which no degree credit is given. They include courses offered to remedy deficiencies as well as workshops, institutes, and courses offered one time only by visiting faculty.

The number of credits assigned to each course is set in parentheses. The abbreviations used to indicate where classes are held are: Providence Daytime, PD; Providence Evening, PE; Davisville Evening, DE; Kingston Evening, KE; Middletown Evening, ME; Westerly Evening, WE.

Before each semester, in time for registration, a schedule of classes is issued by the Division listing the specific courses to be offered with the time of meeting and the location. These schedules are available from the Division upon written or telephoned request.

Accounting (ACC)

201 Elementary Accounting (3) Basic functions and principles of accounting. Fall: PD, PE, KE, ME, WE.

202 Elementary Accounting (3) Partnerships, corporations, manufacturing accounts and specialized areas. Spring: PD, PE, KE, ME.

311 Intermediate Accounting (3) Theoretical aspects of accounting principles, emphasis on current and fixed assets and the corporate structure. Pre: 202. Fall: KE.

312 Intermediate Accounting (3) Continuation including investments, liabilities, financial statements, application of funds, cash flow and price-level impacts. Pre: 202. Spring: KE.

443 Federal Tax Accounting (3) Federal laws, regulations, and other authorities affecting taxation of individuals. Pre: 202. Fall: PE. Spring: PE.

510 Financial Accounting (3) Concepts of financial accounting in the analysis and interpretation of financial statements; emphasis on accounting principles. Fall: PE.

611 Managerial Accounting (3) Determination of accounting information for the purposes of decision making, control, and evaluation with emphasis on decision models using accounting information. Pre: 510, MGS 580, 581 or equivalent. Spring: PE.

618 Current Accounting Theory (3) Critical examination of accounting theory and practice to develop research techniques with emphasis on financial accounting. Pre: 510. Fall: KE.

619 Current Accounting Theory (3) Critical examination of accounting theory and practice with respect to cost and managerial accounting. Pre: 321 or 611. Spring: KE.

Animal Science (ASC)

313 Biology of the Horse (3) Study of the horse, including its history, structure and body functions. Emphasis on function of bones, teeth, muscles, feet and legs, digestive and reproductive systems. Spring: KE.

Anthropology (APG)

201 Human Origins (3) The biocultural evolution of humans. Current trends of human evolution. Fall: PD, KE. Spring: PE.

203 Cultural Anthropology (3) Introduction to concepts and methods of cultural anthropology, application of these to contemporary preliterate and peasant societies. Fall: PE, ME. Spring: PD, PE.

309 Anthropology of Religion (3) Religious systems of selected peoples around the world; examination of theories concerning the origins, functions, and natures of these religions. Pre: 203. Fall: PD.

321 Social Anthropology (3) Social structure and organization in the full range of types of human societies. Structural-functional approach. Pre: 203. Spring: PD.

Art (ART)

101 Two-dimensional Studio I (3) Exploration of principles of visual organization relating primarily to formulations on the two-dimensional surface by means of fundamental studies and assignments in studio techniques. Fall: PD.

103 Three-dimensional Studio (3) Introduction to problems in three-dimensional organization and figure modeling in clay or plaster, observations from the live model, discussion and application of various molds and casting techniques. Fall: PD, KE.

120 Introduction to Art (3) Fundamental principles of the visual arts, evolution of styles and conceptions through the ages in different forms of creative expression. May not be taken after 251, 252 for credit. Fall: PD. Spring: KE.

207 Drawing I (3) Visual perception and observation, using nature structures, drawing from live models, still life and landscape; exercises in basic drawing techniques and principles. Fall: PE, KE. Spring: PD, KE.

208 Drawing II (3) Advanced practice in graphic conceptions; exercises in spatial problems, organizing relationships of abstract forms and structures; advanced drawing media. Pre: 207. Fall: KE. Spring: PD, PE, KE.

221 Two-dimensional Studio II (3) Techniques of painting, utilizing as reference the natural and man-made environments. Traditional and contemporary materials. Pre: 101 and 207. Fall: PD.

243 Three-dimensional Studio II (3) Formation of three-dimensional forms employing basic sculptural materials and techniques. Basic media, emphasis on form, material and structural means in studio practice. Pre: 103 or permission of instructor. Fall: KE.

251 Introduction to History of Art (3) Stylistic development of architecture, sculpture and painting from prehistory through the Middle Ages. Pre: sophomore standing. Fall: PD.

252 Introduction to History of Art (3) Continuation from the early Renaissance to the present. Spring: PD.

263 American Art (3) Painting, sculpture and architecture from their origins in the seventeenth century to the present, emphasis on the nineteenth and twentieth centuries. Fall: PD.

274 Topics in Film and Photography (3) Selected topics or periods in the history of film and photography. Topics to be announced. Pre: permission of department. May be repeated twice with permission of instructor. Spring: PD.

309 Drawing III (3) Further problems, emphasis on independent investigation in analysis, planning and supportive notation. Pre: 208 or permission of instructor. Fall: KE. Spring: KE.

310 Drawing IV (3) Continuation of 309. Pre: 309. Fall: KE. Spring: KE.

322 Two-dimensional Studio III (3) Continuation of 221. Pre: 221. May be repeated once with permission of instructor. Fall: PD.

361 Modern Art (3) Main developments in painting, sculpture and architecture in Europe and America during the nineteenth and twentieth centuries. Pre: 252 or permission of department. Spring: PD.

Astronomy (AST)

108 Introductory Astronomy (3) Celestial sphere, earth as an astronomical body, sun, motions and characteristics of members of solar system, constellations, constitution of stars and nebulae. Planetarium used freely for lectures and demonstration. Fall: PD, PE. Spring: PD, PE.

Bachelor of General Studies (BGS)

100 Pro-Seminar (4) Introduction to critical approaches to learning with emphasis on reading and rhetorical skills appropriate to college students. Required of BGS students. Fall: PD, PE, DE, KE, ME, WE. Spring: PD, PE, DE, KE, ME, WE.

Biochemistry and Biophysics (BCP)

311 Introductory Biochemistry (3) Chemistry of biological transformations in the cell. Chemistry of carbohydrates, fats, proteins, nucleic acids, enzymes, vitamins, hormones integrated into a general discussion of the energy-yielding biosynthetic reaction in the cell. Pre: CHM 124 or equivalent. Spring: KE.

Biology (BIO)

101 Biology of Plants (3) Principles of biology sewed with an ecological thread to emphasize importance of plants on contemporary human life, thought, welfare and cultural history. Designed for non-majors. Fall: PD, PE. Spring: PD, PE.

102A General Animal Biology (3) Introduction to life processes of animals, including man. Examines biological aspects of inheritance, ecology, behavior, animal survey, and regulation of biosystems. Laboratory surveys general concepts of animal biology. Fall: PE. Spring: PD, PE.

Black Studies (BST)

101 Introduction to Black Studies I (3) Introduction provides a methodological and attitudinal basis for further studies about black peoples. Classic texts in area of knowledge. Fall: KE.

102 Introduction to Black Studies II (3) Research, identifying source materials, and special collections. Pre: 101. Spring: KE.

Botany (BOT)

226x Plant Life of North America (2) Different kinds of plants found growing in various regions of North America, and the relationship of such plants to temperature, moisture, sunlight, soil and other environmental factors. Fall: PE.

265x Plants and Civilization (2) Plants that have played a role in human history: Chinchona, ergot, potato, spices, tobacco, bananas, mushrooms, yeast, wheat, maize and others. Spring: PE.

Business Education (BED)

110 Introduction to Business (3) Nature, philosophy, objectives and scope of American business system. Emphasis in the interrelations of the functional areas. Fall: PD. Spring: PE.

227 Business Communications (3) Effective business communication with interdisciplinary approach. Practice and discussion of basic types of business messages, written and oral. Integrated case problems to develop and present effective reports. *Pre: permission of instructor.* Fall: PE, WE. Spring: PE, WE.

328 Office Procedures and Administration (3) Seminar in the administrative procedures of the business office. Spring: PE.

Business Law (BSL)

333 Law in a Business Environment (3) Contractual relations prefaced by a survey of origins, framework and concepts of our legal system. *Pre: junior standing. Open to non-business students only by permission of department.* Fall: PE.

500 Legal Environment of Business (2) Outline of American legal system; substantive rules of law in contemporary business environment; legal aspects of business transactions. Fall: PE. Spring: PE.

Chemical Engineering (CHE)

437 Materials Engineering (3) Introduction to engineering aspects of the fundamentals of the solid state. Structural chemical and physical properties of engineering materials with emphasis on ceramics, polymers and composite materials. *Pre: CHM 101, 103 or 191 or permission of department.* Fall: PE.

Chemistry (CHM)

101 General Chemistry Lecture I (3) Fundamental concepts and principles in atomic structure, energy relationships, and reaction mechanisms balanced with applied and descriptive materials. *Not open to students who have received credit for 103 or 191.* Fall: PE.

102 Laboratory for Chemistry 101 (1) Experimental work illustrating certain concepts and principles of general chemistry. Experiments in solution, reaction rates, enthalpy, molar heat capacity, and electrochemistry. *Pre: prior or concurrent registration in 101.* Fall: PE.

103 Introductory Chemistry Lecture (3) One-semester general chemistry course designed for students whose curriculums require the one-semester organic chemistry

course, 124. *Not open to students who have received credit for 101 or 191.* Fall: PD.

105 Laboratory for Chemistry 103 (1) Fits course content of 103. *Pre: prior or concurrent registration in 103.* Fall: PD.

124 Organic Chemistry (4) Elementary principles of organic chemistry with emphasis on aliphatic compounds, especially those of physiological significance such as amino acids and proteins, carbohydrates, fats and waxes. *Pre: 101 or 103. Not open to students in chemistry or chemical engineering.* Spring: PD.

227 Organic Chemistry Lecture I (3) General principles and theories with emphasis on classification, nomenclature, methods of preparation and characteristic reactions of organic compounds in aliphatic series. *Pre: 104 and 106 or 112 and 114 or 192.* Fall: PE.

228 Organic Chemistry Lecture II (3) Continuation of 227 with emphasis on the aromatic series. *Pre: 227.* Spring: PE.

Child Development and Family Relations (CDF)

150 Personal Development (3) Emphasis on self-understanding and human relationships in general. Influence of societal roles, groups interaction, and contemporary cultural issues on individual development. Fall: PD.

200 Growth and Development of Children (3) For students who intend to enter a profession dealing with children. Physical, social, mental, emotional growth and development, and interrelations among them from birth to puberty. Spring: PD, PE, WE.

270 Introduction to Work with Children (3) Theory and practice in care, teaching and guidance of preschool children. Lectures, discussion and participation in nursery school. Students should have two free hours between 9 and 11:30 and 1 and 3:30 one day per week. *Pre: 200.* Fall: PD.

290 Fundamentals of Preschool Education (2) Philosophy and theory basic to teaching and guiding the young child. Restricted to professional and semi-professional persons with experience in the field. *Pre: permission of instructor.* Fall: PE.

302 Adolescent Growth and Development (3) Physical, psychological, social and emotional growth and development of individual during adolescent years. *Pre: 200 or PSY 232.* Fall: PD, KE.

331 Literature for Children (3) Literary heritage of American children and criteria for the selection and presentation of literature to children. *Pre: junior standing.* Spring: PD.

355 Marriage and Family Relationships (3) Relationships between men and women in courtship, engagement and first years of marriage, as influenced by development and functioning of the individuals' personalities which in turn are influenced by cultural factors. *Pre: junior standing.* Fall: PE. Spring: PD, DE.

390 Contemporary Philosophies of Guiding Children (3) Factors involved in developing a philosophy of guid-

ance of children and adolescents. The evolution of present-day theory. Contemporary writers read and discussed. *Pre: 270 or permission of instructor.* Fall: ME.

400 Child Development: Advanced Course (3) Presentation of theory of human development and consideration of some of the classical and current investigations in the field. *Pre: 200 or equivalent.* Fall: PE.

403 Human Development During Adulthood (3) Major social, psychological and cultural factors influencing development after physiological maturity and prior to senescence. Major theorists and normal crises of adulthood. *Pre: 200 or 302 or equivalent.* Fall: PE, Spring: ME.

406 Growth and Development During Infancy (3) Study of developmental sequences from birth to two years with emphasis on biological, psychological, social and environmental influences affecting growth. Laboratory periods consist of observation and experience with infants in various settings. *Pre: 200 and permission of instructor.* Fall: PD.

450 Family Interaction (3) Interdisciplinary approach to the dynamics of intrafamily relationships, interactions of family units and family members with elements of the socio-cultural environment. *Pre: 355 or SOC 202.* Fall: PD, Spring: KE.

Civil and Environmental Engineering (CVE)

220 Mechanics of Materials (3) Theory of stresses and strains, thin-walled cylinders, beam deflections, columns, combined bending and direct stresses, joints, indeterminate beams. *Pre: MCE 162.* Spring: PE.

Classics (CLA)

391 Masterpieces of Greek Literature (3) Representative genres of the Greek classics in translation. Spring: PD, ME.

393 Literature of Greek Mythology (3) Myths, folk-tales and legends of Ancient Greece. Readings from Greek and Roman literature in translation. Emphasis on literary, historical and religious aspects of mythology. Fall: PD, ME.

Community Planning (CPL)

410 Fundamentals of Urban Planning (3) Survey of urban planning principles, methods and techniques pertinent to contemporary urban problems. History of city forms and functions and development of urban planning as a profession. Problems and priorities in shaping the future urban environment. *Primarily for students not enrolled in the graduate curriculum in Community Planning and Area Development.* Fall: PE, Spring: PE.

434 Introduction to Environmental Law (3) Surveys issues arising out of laws designed to protect the environment and manage resources: right to a decent environment, government regulation versus private property

rights, citizen participation in planning environmental controls. *For students not enrolled in the graduate curriculum in Community Planning and Area Development.* Spring: WE.

520 Seminar in Regional Planning and Development (3) Regional development issues and policies in advanced and developing countries. Regional planning, development theories, methodologies, distribution of economic activities, and settlement patterns. Role of infrastructure in stimulating development processes. Spring: PE.

540 Housing in American Society (3) Housing, a process and facility; policy and market analysis at regional, state and local levels; role of government in providing housing for the poor; alternative strategies for housing the poor. Fall: PE.

541 Manpower Planning (3) A review of manpower planning at all levels of government. Concentration on the problems of unemployment in the central city; labor supply and demand, manpower forecasting and projection techniques. Spring: PE.

623 Seminar in Transportation Planning (3) The range of issues confronting planning for urban transportation systems; the variety of policies governments pursue in issues and problems; technical and political constraints, transportation studies, and demand analysis techniques. Fall: PE.

624 State and Metropolitan Planning (3) Institutional aspects of state and metropolitan planning; the agencies in which planning is done and the intergovernmental context of coordination and implementation. Programming, staffing, budgeting and project evaluations are examined. Fall: PE.

Comparative Literature Studies (CLS)

250 Themes and Myths (3) Study of the evolution and transformation of a myth or theme in several national literatures. An introduction to a comparative and interdisciplinary approach. *May be repeated for credit as often as the topic changes.* Spring: *The Image of the City*, PE, Spring: *Revolution: A Literary View*, WE.

350 Literary Theory and Criticism (3) Introduction to theories of literature and their application in the analysis of selected texts. *May be repeated for credit as often as the topic changes.* Fall: *The Turn to Modernism*, PE.

Computer Science (CSC)

201 Introduction to Computing I (3) Algorithms, programs, and computers. Programming and program structure, data representation, organization and characteristics of computers. Computer solution of several numerical and non-numerical problems using one or more programming languages. Fall: PE, ME, Spring: PE, ME.

202 Introduction to Computing II (3) Continuation of 201. *Pre: 201, MTH 141.* Fall: KE, Spring: PE.

311 Machine and Assembly Language Programming (3) Introduction to the principles of machine and assembly language programming. Internal machine represen-

tation of character, integer and floating point numbers. Logical operations on non-numeric data. *Pre: prior or concurrent registration in 202.* Fall: PE. Spring: KE.

Earth Science (ESC)

105 (or GEL 105) Geological Earth Science (3) Introductory study for nongeology majors. Volcanism, earthquakes, mountain-building, Ice Ages, history of the earth, evolution of life. Current topics such as continental drift, seafloor-spreading, environmental geology and lunar geology. Not open to students who have passed GEL 103 or 104. 104 is not prerequisite to 105. Fall: PD, PE, KE, WE. Spring: PD, PE, KE, ME.

Economics (ECN)

125 Economic Principles (3) Principles underlying the organization and functioning of the economic system. Description and analysis of institutions and market forces affecting the production and distribution of goods and services, business fluctuations, and international trade. Not open to students who have passed 123. Fall: PD, PE, DE, WE. Spring: PE, KE, ME.

126 Economic Principles (3) Continuation of 125. *Pre: 123 or 125 or permission of department.* Fall: PE, KE, ME. Spring: PD, PE, DE, WE.

300 Radical Critiques of Contemporary Political Economy (3) Radical right and radical left critiques. Radical views on values, methodology, production planning, income distribution, economic power, the military-industrial complex, imperialism and racial and sexual discrimination. *Pre: 123 or 126 or permission of instructor.* Fall: PE.

302 Economic Development of the United States (3) Developmental factors in American economic life introduce students to the past and present business environment. *Pre: 123 or 126 or permission of department.* Spring: PD, ME.

327 Intermediate Economic Theory: Income and Employment (3) Measurement of national income. Theory of the determination of the general level of income, employment, and prices. Business fluctuations. *Pre: 123 or 126 or 990 or permission of instructor.* Fall: PE, ME, WE.

328 Intermediate Economic Theory: Pricing and Distribution (3) Market conditions and forces affecting the pricing and production of goods and services, the allocation of resources and the distribution of income. *Pre: 126 or permission of instructor.* Fall: PE. Spring: PE, WE.

334 Money and Banking (3) Structure and functioning of monetary institutions. Analyses of monetary theories. The role of monetary policy. U.S. banking structure: its operations and functioning. *Pre: 126 or permission of instructor.* Spring: PE.

337 Business and Government (3) Historical and present attitudes and policies of various levels of government toward the changing structure of American business. Emphasis on legal and economic concepts of business activity. *Pre: 123 or 126 or permission of instructor.* Fall: PE.

342 Public Finance (3) Examination of the theory and practice of public expenditures, revenues, and fiscal policy, with major emphasis on federal fiscal affairs. *Pre: 123 or 126 or permission of instructor.* Fall: KE. Spring: PE.

361 A Survey of Economic Thought (3) Economic thought from middle ages to present; characteristics of classical, neo-classical and contemporary doctrinal developments. *Pre: 123 or 126 or permission of instructor.* Fall: PE. Spring: KE.

401 Poverty in the United States (3) Economic analysis of the determinants and distribution of poverty in the U.S. Evaluation of social welfare programs and various other proposals for the elimination of poverty. *Pre: 123 or 126 or permission of instructor.* Spring: KE.

464 Comparative Economic Systems (3) Economic organization in capitalist and socialist countries with particular emphasis on Soviet-U.S. comparisons, market and planning mechanisms, industrial structure, growth rates, and allocation of economic resources. *Pre: 123 or 126 or permission of instructor.* Spring: PE.

590 Principles of Economics (3) Survey of micro- and macroeconomic theory. *Graduate credit for matriculated M.B.A. students only.* Fall: PE. Spring: KE.

690 National Income (3) Advanced macroeconomic theory. *Pre: 126 or 590 or permission of instructor.* Fall: KE. Spring: PE.

Education (EDC)

102 Introduction to American Education (3) Introduction to the fundamental structure, functions, and problems of American education. Emphasis on education as both a socio-cultural phenomenon and an embodiment of philosophical commitments. Fall: PE. Spring: PE.

312 The Psychology of Learning (3) Principles of psychology as related to learning and teaching processes. *Pre: 102, PSY 113.* Fall: PD, PE. Spring: PE, DE.

371 Educational Measurements (3) Aptitude, achievement tests, and other measuring instruments used in classification and guidance of pupils, improvements of instruction and other activities of the teacher. Principles applied in construction and use of tests and to interpretation and evaluation of scores. *Pre: 312 or 313.* Fall: PE. Spring: PE.

401 Development and Utilization of Instructional Materials (3) Methods of developing and making classroom application of selected materials: nonprojected, projected, and audio. Specific attention to utilization in the social sciences, English, reading, the natural sciences, the humanities, arithmetic and mathematics. *Pre: senior standing and six hours of education.* Fall: ME.

407 Philosophy of Education (3) Examines influence of philosophical ideas upon education. Questions on reality, knowledge, and value examined from different views to analyze controversial issues in theory and practice. *Pre: junior standing.* Fall: PE.

424 Teaching of Reading (3) Philosophy, materials and methods underlying the teaching of reading with special emphasis upon developing understanding. *Pre: 313 or graduate standing.* Spring: PE.

425 The Use of Trade Books in the Reading Program (3) Understanding and using children's literature as an extension of elementary school textbooks with emphasis upon broadening the classroom teacher's instructional philosophy. Fall: PE. Spring: DE.

430 Methods and Materials in Secondary Teaching (3) Principles of education and human sciences as related to curricular materials and classroom situations. Pre: 102 and 313, PSY 232, senior standing and permission of instructor. Open only to students admitted into the secondary education curriculum. Sectioned by academic major: business, English, mathematics, modern language, science, social studies. Not for graduate degree credit. Fall: PD.

450 Introduction to Counseling (3) Principles and techniques of guidance, study of philosophies of counseling, history and development of counseling movement, counseling methods and general organization of student personnel facilities. Pre: graduate standing or permission of department. Fall: WE. Fall: a section of this course deals with alcoholism and drug counseling, at PD, PE only. Spring: PE.

451 Death, Dying and Bereavement (3) Exploration of human death, dying, and bereavement. Focus on biomedical, psychological, and sociocultural dimensions of the topic. Fall: PE.

484 Supervised Student Teaching (6-12) Under selected and approved critic teachers, students participate in classroom teaching and other school activities for a period determined by credit to be earned. Pre: methods course(s) of department involved. Not for graduate degree program credit. Fall, Spring: Supervised Student Teaching in Home Economics Education, PD.

485 Seminar in Teaching (3) Practicum for teachers, their immediate problems, use of resource materials and cooperative help of other members of seminar. Pre: concurrently with 484, permission of department. Not for graduate degree program credit. Spring: PD.

503 Education in Contemporary Society (3) Leading educators' responses to issues and challenges confronting American education. Emphasis upon identification and analysis of contemporary theories and practices reflecting relationship between characteristics of society and educational values. Fall: PE. Spring: PE.

504 Adult Basic Education (3) Teaching of adults whose educational level is below high school completion. Physical, social and psychological characteristics of disadvantaged adults and various techniques and materials useful in motivating and teaching them. Pre: permission of instructor. Fall: PE.

505 Principles and Practices of Leadership Development for Youth and Adult Programs (3) Philosophy and interrelationships of vocational-technical and general education with extension education and other community educational agencies; leadership concepts and implications; methods and techniques for increasing the effectiveness of organizations. Pre: permission of instructor. Fall: PE. Spring: ME.

510 Practicum in Incorporating Televised Media (3) Students develop skills in scripting and producing educational television programs. Application of knowledge of directing video tapes. Pre: 401 or permission of department. Fall: KE.

511 Evaluation of Film and Recorded Material (3) Theory and principles of basic educational film processes. History of educational motion pictures, social and cultural implications of film, and standards for its evaluation and use in the schools. Pre: 401 or permission of department. Spring: WE.

514 Current Trends in Elementary Education (3) For teachers and administrators, the most effective use of instructional materials, media of communication, and personnel in elementary school. Pre: 529 or permission of department. Fall: PE.

518 The Teaching of Science in the Elementary School (3) Emphasis on the development, preparation, use and evaluation of materials appropriate for the elementary classroom from biology, zoology, chemistry, physics, geology, astronomy, electricity, meteorology, and oceanography. Pre: 12 credits in science. Fall: DE.

520 Teaching of Arithmetic (3) For the experienced teacher, examination of the principles underlying teaching of arithmetic in the elementary school, comprehensive survey of materials and methods available for the classroom teacher of arithmetic. Pre: senior or graduate standing. Fall: PE. Spring: ME.

528 Teaching Language Arts (3) Phonics, grammar, lexicography, and usage in American English for the elementary school classroom teacher. Presentation, use, evaluation, and development of methods and materials for students in the classroom. Spring: WE.

529 Foundations of Educational Research (3) Analysis of the current major research approaches to educational problems with emphasis on interpreting published research involving the language of statistics. Functional skills in basic descriptive statistics needed prior to enrolling. Fall: PE. Spring: PE.

541 Reading in Secondary School Content Subjects (3) Designed especially to help junior and senior high school teachers to cope with the reading problems in their subject areas. Pre: 313 or permission of department. Spring: WE.

550 Vocational Information and Career Development (3) Classification and description of jobs and industries; study of occupational trends; needs of special groups entering the labor market; vocational development theories and counseling for long-range career planning. Pre: 450 and graduate standing. Spring: PE.

551 Counseling Techniques (3) Foundation of the theory and practice, with special emphasis upon approaches to counseling in various educational settings; primarily designed for preparation of school counselors and student personnel educators. Pre: 450 and graduate standing. Fall: PE. Spring: PE.

570 Elementary School Curriculum (3) Modern curriculum in the elementary school with emphasis on the needs of children. Covers language arts, social studies, science, arithmetic and special subjects. Pre: 503, 529 or equivalent. Spring: PE.

572 Cooperative Supervision (3) Analysis of function, principles and techniques of democratic cooperative supervision of teachers and other school officials. Application of these principles to supervisory problems of principals, heads of departments, special supervisors and critic teachers. This course meets certification requirements for Critic Teacher Certificate. Fall: WE.

581 Organizing and Administering Programs of Adult Education (3) Planning, organization, instruction and supervision of continuing education for adults in both vocational-technical and general education as conducted by extension education and other community agencies. *Pre: 505 or permission of instructor.* Spring: PE.

583 Analyzing Community Needs and Resources for Youth and Adult Programs (3) Helps the student function effectively in the role of change-agent in a community setting. Concepts of goals, change, power and community will be considered in the relation to student's community experiences. *Pre: permission of instructor.* Fall: PE.

584 The Adult and the Learning Process (3) Examination of the adult as a learner with emphasis on the factors that affect adult learning. *Pre: 581 or permission of instructor.* Fall: ME.

585 Seminar on Leadership for Youth and Adult Programs (3) Students will participate in a non-structured group to observe the emergence of leadership and the effects of individual behavior on self and others. *Pre: open to program majors with permission of instructor.* Spring: KE.

589 Supervised Field Practicum and Seminar in Youth and Adult Education (3) Leadership principles and practices applied in selected clinic systems. 200 clock hours of practicum are required in addition to the seminar. *Pre: 582, 583, or 584 and 592, or permission of instructor.* Fall: KE. Spring: KE.

594 Organization and Supervision of Reading Programs (3) Various roles of the reading specialist in relation to the other line-staff personnel. Problems concerning the orientation of new teachers, reading research and development, in-service programs, and community support. *Pre: 562.* Fall: PE.

Electrical Engineering (ELE)

210 Introduction to Electricity and Magnetism (3) Static electric and magnetic fields; Gauss's and Coulomb's laws; capacitance and inductance. Behavior of electric charges in stationary and moving fields. Lumped vs. distributed parameters, electric and mechanical circuit concepts, topological circuit principles and circuit theorems. *Pre: MTH 141 and 142.* Fall: PE.

220 Passive and Active Circuits (3) Electrical circuit laws and theorems, transient and steady state response, phasors, frequency response, resonance. Diode and transistor circuits, digital logic devices. *Not for students concentrating in electrical engineering.* *Pre: PHY 214 or ELE 210.* Spring: PE.

Engineering (EGR)

102 Basic Graphics (1) Theory of orthographic projection and principles of descriptive geometry, construction of exact drawings of three-dimensional objects including auxiliary views, pictorial drawings, cross-sections and dimensioning, free-hand sketching. Spring: PE.

English (ENG)

103 Introduction to Literature (3) The experience of literature through readings in fiction, poetry and drama. Discussion and critical writings of six to eight essays. Fall: PD, PE. Spring: PD, PE.

110 Composition (3) Emphasizes correctness in writing and clear presentation of ideas. Reading exercises in exposition, and composition of essays. *Not a prerequisite for 120.* *Not for English concentration credit.* Fall: PD, PE. Spring: PD, PE.

205 Creative Writing (3) Various types of creative composition: essays, stories and poetry. Students analyze work by class members and by professional writers. Only students with an aptitude for writing should elect this course. *Pre: permission of instructor.* Fall: PD, ME. Spring: PE.

241 American Literature (3) Selections from American literature, beginnings to the Civil War. Fall: PD, PE, ME.

242 American Literature (3) Selections from American literature, latter part of the nineteenth century to the present. *241 not a prerequisite for 242.* Spring: PD, PE.

243 The American Short Story (3) Critical study of the short story in America from early nineteenth century to the present. Fall: PD. Spring: PE, KE.

251 English Literature (3) Selections from English literature, beginnings to 1798. Fall: PD. Spring: PE, ME.

252 English Literature (3) Selections from English literature, 1798 to the present. Fall: PE. Spring: PD.

262 World Literature (3) Introduction to some masterpieces of literature other than English and American. Selections from great works of French, Russian, German, and Scandinavian literature. Reading is done in translation. Spring: PD.

263 Introduction to Poetry (3) Promotes intelligent reading of various forms of poetry which have developed through the ages. Spring: PD.

265 Introduction to the Novel (3) Introduction to the novel form which will include appreciation of fictional themes and methods as well as significant shifts of mode, the comic, sentimental, Gothic, novel of purpose, and others. Fall: PD, WE.

300 Literature into Film (3) Analysis of themes, techniques and form in literature and film aimed at developing critical appreciation of printed and filmed narratives. Emphasis to alternate between fiction and drama. Fall: PE, ME. Spring: PD, WE.

346 Black Literature: 1940 to the Present (3) Intensive study of major contributions to black literature from 1940 to the present. Fall: PD.

347 American Romanticism (3) Poetry and prose of the American Romantic Movement, focus on Irving, Poe, Emerson, Thoreau, Hawthorne, Melville and others. Fall: PE.

348 American Literature, Civil War-1914 (3) Major developments in American Realism and Naturalism. Emphasis on the work of Twain, Howells, Crane, James, Dreiser. Fall: PD.

349 American Literature since 1914 (3) Poetry, drama, and fiction of the period during and since the First World

War. Emphasis on major figures such as Frost, Eliot, Stevens, O'Neill, Faulkner, Hemingway and others. Fall: PE. Spring: ME.

360 Women and Literature (3) Critical study of selected topics. Topics to be announced. Fall: KE. Spring: PE.

367 The Classical Epic (3) Survey of Greek and Latin epic poetry in translation, beginning with Homer and attempting to determine some principles of epic art. Spring: PD.

368 Development of the English Drama (3) Development of English drama from its beginnings to present day. Plays read will be selected on basis of their historical importance and intrinsic worth. Spring: PE.

370 The English Middle Ages (3) Introduction to various types of medieval literature, usually read in modern English versions. Chronicle and romance, lyric and satire, visionary and homiletic writings, drama. Spring: PD.

372 The Seventeenth Century (3) Poetical and prose works of Bacon, Johnson, Donne, Milton, and others. Fall: PE.

376 The Romantic Movement, 1798-1832 (3) Major poetry and significant non-fiction prose of Wordsworth, Coleridge, Scott, Byron, Shelley, Hunt, Landor, and Keats. Pre: junior, senior or graduate standing. Fall: PD.

379 Modern British Literature since 1914 (3) Poetry, drama, non-fiction prose, and selected fiction of the modern period. Emphasis on the work of Conrad, Joyce, Lawrence, Woolf, Yeats, Auden, Thomas, and others. Pre: junior or senior standing. Fall: PD. Spring: PE.

399 Special Topics in Literature (3) Specialized topics in the study of literature offered by specialists in the field. Fall: *The Spy Novel*, PE. Fall: *The Detective in Fiction*, WE. Spring: topic to be announced, PD.

447 Twentieth Century American Poetry (3) Major contributions and movements in American poetry from 1900 to the present. Not acceptable for master's program credit in English. Spring: PD.

448 The Nineteenth Century American Novel (3) Survey of the American novel through nineteenth century. Not acceptable for master's program credit in English. Fall: PE, ME.

449 The Twentieth Century American Novel (3) Survey of the American novel since 1900. Not acceptable for master's program credit in English. Spring: PE, DE.

454 Modern British and European Drama (3) Critical study of representative plays by modern English, Irish, and continental playwrights. Fall: PE.

458 The British Novel (3) Survey of English novel through first quarter of nineteenth century. Emphasis on Defoe, Richardson, Fielding, Smollet, Sterne, and Austen. Not acceptable for master's program credit in English. Fall: PD.

459 The British Novel of the 19th Century (3) Study of such novels as *Wuthering Heights*, *Vanity Fair*, *Great Expectations*, *Middlemarch*, *Tess of the D'Urbervilles*. Closed to graduate students. Spring: PD.

469 The European Novel after 1850 (3) Important contributions of nineteenth and early twentieth century novel. Special attention to Flaubert, Turgenev, Dostoevsky, Tolstoy, Zola, and Gide. Not acceptable for master's program credit in English. Spring: KE.

472 Shakespeare (3) Introduction to plays of Shakespeare as living theatrical productions. One or more examples from each main type. Character delineation, plot construction, and stagecraft devices emphasized. Fall: PD, WE.

473 Shakespeare (3) A second course in Shakespeare. Critical study of those plays not included in 472. Pre: junior standing. 472 not a prerequisite for 473. Not acceptable for master's program credit in English. Spring: PE.

478 English Drama of the Restoration and Eighteenth Century (3) Concentrated study of English drama 1660 to 1800 as represented by the plays of Dryden, Congreve, Goldsmith, Sheridan, and others. Fall: PD.

485 American Authors (3) Intensive study of the work of one or two outstanding American writers. May be repeated barring duplication of writers being studied. Fall: O'Neill, PD. Spring: topic to be announced, PE, WE.

486 British Authors (3) Intensive study of the work of one or two outstanding British writers. May be repeated barring duplication of writers being studied. Fall: Beckett, PE. Spring: topic to be announced, PD.

532 Modern Literary Criticism (3) Dominant modes and schools of criticism exemplified by T. S. Eliot, T. E. Hulme, I. A. Richards, Edmund Wilson, John Crowe Ransom, and other important critics. Pertinent related literary works. Pre: graduate standing or permission of instructor. Spring: PE.

540 Modern American Novel (3) Important American novelists of the twentieth century with emphasis on major developments in ideas and techniques. Pre: graduate standing or permission of instructor. Fall: PE.

546 Problems in American Romanticism (3) Major themes and works of such authors as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and others. Pre: graduate standing or permission of instructor. Spring: PE.

548 American Poetry to 1900 (3) Important colonial and nineteenth century American poets with emphasis on major trends in ideas and techniques. Pre: graduate standing or permission of instructor. Fall: PE.

554 Modern British Poetry (3) In-depth study of several major British poets, such as Yeats, Lawrence, Auden, Thomas, MacNeice, and others; or of a school such as the War Poets (WWI) and others. Pre: graduate standing or permission of instructor. Fall: PE.

557 English Literature of the Seventeenth Century (3) Selected poets and prose writers, studied for their contribution to the dominant themes and modes of expression of the Stuart and Cromwellian eras. Pre: graduate standing or permission of instructor. Fall: PE.

560 English Literature of the Victorian Period (3) Selections from the major works and writers of the Victorian period. Pre: graduate standing or permission of instructor. Spring: PE.

571 Problems in Chaucer (3) Intensive study of selected aspects of Chaucer's achievement as a poet. Emphasis on *The Canterbury Tales*. Pre: graduate standing or permission of instructor. Spring: PE.

578 Problems in Milton (3) Emphasis on the major poetic works. Pre: graduate standing or permission of instructor. Spring: PE.

Courses 640 through 661 are lectures, discussions, extensive readings, individual research, and a substantial research paper. Pre: permission of department.

640 Seminar in American Literature before 1900 (3) Fall: Hawthorne, PE.

641 Seminar in American Literature before 1900 (3) Spring: James, PE.

660 Seminar in Modern Literature (English) (3) Fall: Conrad, PE.

661 Seminar in Modern Literature (English) (3) Spring: Joyce, PE.

Experimental Statistics (EST)

220 Statistics in Modern Society (3) Elementary concepts in sampling, polls, surveys, random samples. Foundations of statistical inference; estimation, comparison prediction. Statistics for the consumer, quality of data, credibility of statistical evidence. Environmental measurements and experiments. Fall: ME.

Finance (FIN)

321 Financial Management (3) Forms and sources of financing business firms, large and small, corporate and non-corporate. Emphasis is on financial planning and decision-making. Financial policies considered in their social, legal and economic effects. Pre: ECN 125, 126, ACC 201 and MGS 201. Fall: PE. Spring: ME.

396 Financial Institutions and Markets (3) To replace FIN 332 and FIN 410. Comprehensive analysis of financial institutions and the markets in which they operate. The internal operations of institutions as well as their impact on money and capital markets are examined. Pre: ECN 125 and 126, ACC 202 and MGS 202. Fall: PE.

540 Theory of Finance (2) Uses of financial instruments, problems of capital financing, financial expansion and reorganization, operations of specialized financial institutions. Pre: ACC 510, MGS 580. Fall: PE. Spring: PE.

641 Advanced Financial Theory (3) Role of the financial manager in analysis, profit planning and control activities. Emphasis on goals, basic concepts and tools of decision-making as applied to working capital management, capital budgeting and capital structure decisions. Pre: 540. Fall: PE.

645 Managerial Economics (3) The applications of economic theory and methodology to business problems. Pre: all foundation courses. Spring: PE.

Fisheries and Marine Technology (FMT)

118 Introduction to Commercial Fisheries (3) Survey of world, United States, New England fisheries; commercial species, exploitation and use. Introductory fisheries science. Principal commercial fishing methods, vessels, and gear. Fall: DE.

241 Diesel Engineering Technology (4) Detailed study of marine diesel engines. Emphasis on principles and

practice of operation, maintenance and testing of systems, engines and components. Pre: 110 or PHY 111 or permission of instructor. Fall: DE.

281 Navigation I (4) Chartwork and dead reckoning. Tides, current and wind effects. Compass error and the deviascope. Position by observation and computation. Navigational instruments and sailings. Pre: MTH 109. Fall: DE.

381x* Celestial Navigation (3) Ocean navigation for boat operators. Determination of latitude, lines of position and compass error at sea using various methods of data reduction. Pre: FMT 281 or permission of instructor. Spring: DE.

Food Science and Technology, Nutrition and Dietetics (FSN)

Formerly FNS

207 General Nutrition (3) Fundamental concepts of the science of nutrition with application to world, community and personal aspects. Spring: PE.

237 Introductory Food Science (3) Survey of basic principles of food science and technology. New foods and technology of food products. Food utilization in well-fed and under-fed countries. Current world food issues. Fall: WE.

307x Nutrition and Aging (3) Nutrition of the elderly as affected by metabolic and physiologic factors in aging. Study of the nutritional requirements and status of the elderly as well as the effectiveness of nutrition support systems. Pre: BIO 102, FSN 207 or CDF 250 or permission of instructor. Fall: PD.

308x Nutrition in Growth and Pregnancy (3) Examines current issues in maternal and child nutrition as related to growth and physical development. Discusses specific nutrition-related problems, including development of food habits, food consumption patterns and nutrient requirements. Pre: 207. Spring: PD.

Forest and Wildlife Management (FOR)

301 General Forestry (3) Scope of forestry, professional opportunities, forest conditions and problems. Small forest management covering identification and characteristics of R.I. forest trees, surveying and inventory of tracts, management of various R.I. timber types, forest protection and marketing of forest products. Laboratory field application of forest techniques. Fall: KE.

French (FRN)

101 Elementary French (3) Fundamentals of grammar and pronunciation; exercises in reading, writing, and conversation. Fall: PD, PE.

*Pending approval.

102 Elementary French (3) Continuation of 101. Spring: PD, PE.

103 Intermediate French (3) Development of facility in reading texts of moderate difficulty; supplemented by further work in grammar, conversation and composition. Fall: PD.

104 Intermediate French (3) Continuation of 103. Spring: PD.

205 Conversation and Composition (3) Comprehension of spoken French; speaking with ease and an acceptable accent on assigned topics; oral reports on articles read in newspapers and periodicals and frequent written compositions. Pre: 104 or equivalent. Fall: PD.

206 Conversation and Composition (3) Continuation of 205. Pre: 104 or equivalent. Spring: PD.

306 Oral Expression in French (3) Discussion, short speech-making, pronunciation, everyday vocabulary and improvement of conversation. Matters of current interest in France selected by instructor and students. Pre: 206 or equivalent. Fall: PE.

393 Twentieth-Century Literature in Translation (3) Reading in translation of selected literary works from representative twentieth-century authors. May not be taken for credit toward concentration requirements in French. Spring: ME.

Geography (GEG)

101 Physical Geography (3) Introduction to physical basis of geography, including location, climate, land forms, the sea, and earth resources. Fall: PD, PE. Spring: PD, PE.

403 Meteorology and Climatology I (3) Introduction to the basic meteorological processes, their spatial and temporal variations. Energy and moisture budgets at the surface of the earth. Pre: ESC 104 or permission of department. Fall: PE, ME.

404 Meteorology and Climatology II (3) Continuation of 403, with emphasis on applied aspects of meteorology and climatology. Pre: 403. Spring: PE, ME.

Geology (GEL)

100 (or ESC 100) Environmental Geology (3) Geologic processes and how they affect society: geologic hazards, earthquake impact, shoreline development, off-shore oil, waste disposal, water resources, nuclear power plant siting; local issues emphasized. Fall: PE. Spring: PE, WE.

German (GER)

101 Elementary German (3) Fundamentals of grammar and pronunciation; exercises in reading, writing, and conversation. Fall: PE. Spring: PE.

102 Elementary German (3) Continuation of 101. Fall: PE. Spring: PE.

Health (HLT)

172 First Aid (1) Basic instruction and practice in accident prevention and first aid procedure. Students successfully meeting requirements will receive a Standard First Aid Certificate. Spring: KE.

272 Advanced First Aid (2) Instruction and practice in advanced first aid and emergency care techniques and skills. Fulfills requirements for Red Cross Advanced First Aid Certificate. Fall: KE.

History (HIS)

113 History of Western Civilization from the Late Middle Ages to 1789 (3) Introductory course treating Western Civilization in its broadest sense from the late Middle Ages to the French Revolution and the beginnings of industrialization. Not open to students who have taken 101. Fall: PD.

114 History of Western Civilization Since 1789 (3) Continuation of 113. Western Civilization of the present time. Not open to students who have taken 102. Fall: PE. Spring: PD.

141 History of the United States to 1877 (3) Colonial and Revolutionary periods, and economic, social and political development of the United States through the Civil War and Reconstruction. Fall: PD, PE, ME. Spring: PE.

142 History of the United States Since 1877 (3) General social, economic and political development to the present. Fall: PE. Spring: PD, PE, ME.

323 History of England: 1815-1896 (3) Impact of industrialization and urbanization on political, economic, religious and cultural forces in the Victorian age. Fall: PE.

339 Emergence of Industrial America, 1877-1917 (3) Growth and consolidation of business, urbanization and the Populist and Progressive movements. America's emergence as a world power. Pre: 142 or permission of instructor. Spring: PD.

344 History of the North American Indian (3) Native North Americans from pre-Columbian times to present. Emphasis on ideological conflict between Indians and whites. Fall: KE. Spring: KE.

345 History of the Negro Peoples (3) Survey of the history of the Negro peoples in the United States and Africa in the modern period. Emphasis on links between the "New World" Negro and the African; comparative slave systems and history of racist ideology. Pre: junior standing. Spring: PD.

346 Immigration to Ethnicity in Modern America (3) Nature of population movements to U.S. in 19th and 20th centuries, formation of ethnic communities and their internal dynamics, role of ethnic groups in American social, cultural, and political history. Fall: PD.

379 Imperialism and Its Impact upon Colonized Peoples (3) Historical analysis of colonialism and imperialism, the struggle for independence and the problems confronting newly independent states, with emphasis on the Third World. Pre: junior standing or permission of instructor. Fall: PE.

391 Directed Study or Research (3) Special work arranged to meet the needs of individual students who

desire advanced work. *Pre: permission of department.* Fall: PD. Spring: PD.

393 Topics in History (1-3) Subject, course content, and years offered will vary according to expertise and availability of instructors. With departmental permission can be taken more than once. Fall: *Zionism, Israel and the Arab-Israeli conflict*, PD. Fall: *Social History of Europe—Nineteenth Century*, PD. Spring: *American and European Neo-Colonialism in Africa and Asia*, PE.

395 Seminar in History (3) Introduction to historical research and writing. Topics vary. Required for history concentration. *Pre: permission of department.* Fall: PD.

398 History through Science Fiction (3) Ideas about history in popular culture as seen in the literary genre of science fiction. Fall: WE. Spring: ME.

406 The Renaissance (3) Europe in transition during the fourteenth through the early sixteenth centuries, the economic, social, and religious backgrounds of the Renaissance. Emphasis on cultural and artistic developments. Spring: PD.

409 The French Revolution and Napoleon (3) Examination of the Revolution and Napoleonic eras with emphasis on the connections among economic, social and political developments. Special attention to problems in interpretation. Spring: PE.

470 Protestant and Catholic Reformation II (3) Catholic and Counter Reformation, Northern Renaissance, wars of religion, social and cultural manifestations of the early Baroque. Fall: ME.

473 History of Modern China (3) Political, social, economic, and cultural development of China since 1800 with the emphasis on the development of Chinese nationalism and on the rise, theory, and practice of Chinese communism. Fall: PE.

Home Economics Education (HED)

334 Teaching-Learning Strategies (3) Instructional strategies for home economics areas. Selection of resource materials and techniques based on objectives, needs, and characteristics of learners and sound educational principles. (On-site observations and teaching experiences) *Pre: EDC 101 and 12 credits in home economics, or permission of instructor.* Spring: PD.

337 Teaching Effectiveness (4) Development of curriculum materials specific to individualized instruction; focus on communication skills in an educational setting; implementation of advanced methods and techniques in a microteaching and school setting. *Pre: 334.* Fall: PD.

478 Problems in Home Economics Education (1-3) Advanced work in home economics education. Seminars or supervised individual projects. *Pre: permission of department.* Fall: PD.

479 Problems in Home Economics Education (1-3) Same as 478. *Pre: permission of department.* Fall: PD.

482 Field Experience (1-3) Supervised teaching experience in home economics in either a school or non-school setting. (Not synonymous with experience gained in 483 or EDC 484.) *Not for graduate degree credit. Pre: 337 (or concurrent registration), 12 credits in a selected area or permission of department.* Fall: PD.

483 Teaching Alternatives (8) Directed field experience in home economics related areas for students who do not wish teacher certification. *Not available to teacher certification undergraduate students or for graduate degree program credit. (Field experience 240 hours.) Pre: 337 (or concurrent registration), 12 credits in a selected area. Permission of department.* Fall: PD.

Home Management (HMG)

210 Management in Family Living (3) Interaction of resources, goals, and managerial processes in the home seen in the context of the larger community. Applications primarily in the area of human resources. *Pre: sophomore standing or permission of department.* Spring: PD.

220x Consumer in the Economy (3) Application of basic economic principles to consumer problems in a complex marketplace, buyer-seller relationships, effective consumer decision-making, effects of government policies on the consumer. *Pre: economics course.* Fall: PD.

320 Family Economics (3) Factors affecting family financial decisions and their effect upon the individual family and the community. Spring: PD.

340 Family Housing (3) Evaluation and study of types of housing in relation to the family and community. Emphasis on socioeconomic factors, housing laws, and aesthetic qualities concerned with housing. Fall: PD.

Industrial Engineering (IDE)

220 Industrial Engineering I (4) Introduction to industrial engineering. Elementary topics in production control, forecasting, motion and time-study, methods analysis, operations research and quantitative techniques, engineering economics, compensation systems and manufacturing processes. *Pre: MTH 142; credit or registration in CSC 201.* Fall: PE.

221 Industrial Engineering II (4) Continuation of 220. *Pre: credit or registration in CSC 201.* Spring: PE.

350 Industrial Engineering Systems Design I (3) Design and analysis of systems of production facilities and materials handling. Compensation, production and inventory control systems. Applications of and case problems in operations research, probability and statistics, engineering economy and other foundation areas. Introduction to simulation. Design and analysis of industrial engineering systems. *Pre: 221, 412, 432.* Fall: PE.

351 Industrial Engineering Systems Design II (3) Continuation of 350. *Pre: 350, 433.* Spring: PE.

411 Engineering Statistics I (3) Elementary probability theory, random variables, and probability distributions. Moment generating functions, expected values, bivariate normal distributions. Introduction to applied statistics in engineering. *Pre: MTH 142.* Fall: PE.

412 Engineering Statistics II (3) Continuation of 411. Estimation, hypotheses tests, sampling theory, linear regression. Other engineering applications of applied statistics. *Pre: 411.* Spring: PE.

442 Operations Research I (3) Introduction to major areas of operations research and their application to systems analysis. Linear programming, game theory, elementary network analysis and related topics. Pre: MTH 243, 215 or equivalent. Spring: PE.

443 Operations Research II (3) Introduction to inventory and replacement models, queuing theory, simulation, simple stochastic models, and their relation to selected problems. Pre: 412, MTH 243. Fall: PE.

440 Materials Processing and Metrology I (3) Analyses of material behavior characteristics under dynamic loading conditions for tools and cutting materials. Thermal analyses, mechanics of machine systems, power and efficiency. Processing control systems such as digital control, analog control, and numerical control. Design and analyses of systems of metrology. Pre: CHE 333 or 437, CVE 220. Spring: PE.

491 Special Problems (1-6) Advanced work under the supervision of a member of the staff and arranged to suit the individual requirements of the student. Pre: permission of department. Fall: PE.

513 Statistical Quality Control (3) Topics in statistical quality control systems. Single, multiple, and sequential sampling. Design and analysis of a wide variety of statistical control systems used in conjunction with discrete and continuous data, for several kinds of data emission. Pre: 412 or equivalent. Spring: PE.

Insurance (INS)

301 Fundamentals of Risk Management and Insurance (3) Risk management and insurance which provides an introduction to all areas of insurance: property, liability, life and health. Spring: PE.

560 Management of Insurance Enterprises (3) Functional analysis of the operations and problems of stock and mutual insurance organizations in the life, property, and liability insurance industry. Emphasis is upon legal organization, management and control, and financial management of insurers. Pre: permission of instructor. Fall: PE.

570 Risk Management (3) Analysis of nature of risk, the identification, measurement and control of pure risk within firm and society. Teaching methodology includes lectures, group discussion and analysis of case problems. Pre: permission of instructor. Spring: PE.

Italian (ITL)

101 Elementary Italian (3) Elements of the language, pronunciation, grammar, inductive reading; exercises in reading, writing, and conversation. Fall: PD, PE. Spring: PE.

102 Elementary Italian (3) Continuation of 101. Fall: PE. Spring: PD.

103 Intermediate Italian (3) Development of facility in reading texts of moderate difficulty, supplemented by further work in grammar, conversation, and composition. Pre: 102 or permission of department. Fall: PD. Spring: PE.

104 Intermediate Italian (3) Continuation of 103. Pre: 102 or permission of department. Spring: PD.

Journalism (JOR)

210 Introduction to Mass Communications (3) Communications media viewed as an institutional order; relationship to other social orders, including political, industrial, and the military; role of ideas in shaping media policy, structure, and content. Recommended for majors in English, social sciences, and marketing. Fall: PD.

215 Pictorial Journalism (3) Introduction to use of graphic arts in journalism. Emphasis on photography as a communications medium, with instruction and practice in basic techniques of picture taking, processing, and editing. Pre: permission of department. Spring: KE.

324 Magazine Article and Feature Writing (3) Practice in planning, researching, and writing articles and feature stories for magazines and newspaper feature sections. Analysis of markets, freelance and job opportunities. Articles written and submitted to publications. Pre: junior standing and permission of department. Spring: PD, WE.

334 History of Journalism in the United States (3) Development of the newspaper during the early, middle and later periods of the nation's growth; rise of other media; effects of economic and social changes on the press; future of journalism in the United States. Pre: 210 or 212, and junior standing. Spring: PD.

442 Independent Study and Projects in Mass Communications (1-3) Individual reading programs, research or projects in journalism and mass communications. Pre: junior standing, acceptance of a project by a member of the staff, and department approval. Fall: PD.

452 Public Relations Principles and Publications (3) Principles and procedures in public relations; emphasis on role of the public relations practitioner as a specialist in communications; analysis of publications produced as a part of public relations. Pre: 212, senior standing or permission of department. Fall: PE.

Languages (LAN)

191 A Beginning Foreign Language (3) Fundamentals of grammar and pronunciation: exercises in reading, writing, and conversation in a foreign language not included in regular departmental offerings. May be repeated for different languages. Fall: Swedish, PE.

192 A Beginning Foreign Language (3) Continuation of 191. May be repeated for different languages. Pre: 191 or equivalent. Spring: Swedish (continued), PE.

Library Science (LSC)

528 Multi-Media and the Library (3) The role of A-V materials in media centers and other types of libraries. Pre: 520. Fall: KE.

537* Medical (Health Sciences) Librarianship (3) This course provides (1) an introduction to the operation and characteristics of health sciences libraries and (2) an

overview of the area of health science bibliography. *Pre:* LSC 502. Spring: KE.

546* Batch Systems and Automation in Libraries (3) Hardware and software considerations for computers in library use. Principles of computer planning including a detailed approach to flow charting in management efficiency procedures. Basic elements of a batch system language, with programming of a simple process as a final exercise. Fall: KE.

* Pending approval.

564 Introduction to Library Conservation (3) Fundamentals of library conservation essential for effective management of programs of preventive and restorative conservation for books, documents, prints, maps, broadsides, works of art on paper, and other library materials. Spring: KE.

Library Techniques (LTC)

110 Introduction to Libraries (3) A look into the major types of libraries, their development, services and clientele. Fall: PE.

111 Technical Services I (3) An introduction to the activities which bring materials into libraries and begin the movement of those materials toward users. Fall: PE.

113 Library Reader Services (3) Reference materials and services, circulation systems and patron services are studied. *Pre:* LTC 110 (may be taken concurrently). Fall: PE.

312 Technical Services II (3) A continuation of LTC 111, dealing with the cataloging and preparation of books for shelf. *Pre:* LTC 110, 111. Spring: PE.

314 Media Technology (3) A "hands-on" approach to the various tools in the audiovisual department. How to run, maintain and prepare materials for a variety of tools. *Pre:* LTC 110 (may be taken concurrently). Spring: PE.

375 Practicum (3) An opportunity to gain on-the-job experience. *Pre:* all other courses, or may be taken during latter part of final semester. Fall: PE. Spring: PE.

Management (MGT)

301 Fundamentals of Management (3) Management processes, organizational theory and behavior, quantitative aids, and environmental analysis. Emphasis on developing conceptual and analytical skills through examination of relevant theory, research and practice. Fall: PE. Spring: PE.

303 Personnel Administration (3) Role of the personnel function in an organization. Employer-employee problems at various internal levels and their impact on the organization and its environment. Covers such areas as manpower planning, the recruitment process, training, employee relations, pension planning and occupational safety in the public and private sector. Cases and lectures. *Pre:* 301 recommended. Fall: PE.

321 Labor Problems (3) Historical development of labor unions, changing composition of the labor force. Factors determining wage levels and employment in the firm

and market. Analysis of mobility and occupational and regional wage differentials; the power of unions to raise wages; the role of investments in the human agent as a factor in economic growth. *Pre:* ECN 126 or permission of instructor. Fall: PE.

410 Business Policy (3) Analysis of the multi-functional organizational problems and issues confronting top management. *Pre:* 301, ACC 201, FIN 321, MKT 323, senior standing or permission of instructor. Fall: PE. Spring: PE.

422 Labor Law and Legislation (3) Federal and state labor relations statutes and court and agency decisions pertaining to private and public employment, regulations of trade unions, equal opportunity, wage and hour laws. *Pre:* 321 or permission of instructor. Spring: PE.

423 Labor Relations (3) Public interest in labor relations and problems involved in effectuating collective bargaining. Major adjustments of public and private management to changes in labor policy of federal and state governments, community and labor unions. *Pre:* 303. Spring: PE.

530 Management Theory and Practice (2) Management applied to business; objectives, policies, organization staffing and control; production; personnel; behavioral science applications; the role of quantitative methods. Spring: PE.

626 Organizational Behavior (3) Incorporates the insights gleaned from the disciplines of psychology, sociology, anthropology and the social sciences of politics, economics and history in the study of the behavior of organizations and of their principal actors. *Pre:* 530 or equivalent. Fall: PE.

631 Human Resources Management (3) Role of human resources management, its functional relationship within an organization with emphasis on behavioral concepts and their application. Text, cases and research. *Pre:* 530. Spring: PE.

681 Administrative Policy and Decision-Making (3) Review of the functional areas of marketing, production, finance, economics, accounting, quantitative methods, organizational theory, interpersonal relationships, control and motivation systems, and communications. Includes the M.B.A. written comprehensive examination according to Graduate School requirements. *Pre:* all M.B.A. foundation courses or undergraduate equivalents and a minimum of 21 M.B.A. credits at the 600 level which must include MKT 651, FIN 641, ACC 611. Fall: PE.

Management Science (MGS)

101 Introduction to Quantitative Analysis for Business and Economics (3) Selected mathematical tools and techniques for analysis of business and economic problems and as aid in process of decision-making. Topics from finite and modern mathematics, applied differential and integral calculus. Fall: PE. Spring: PE.

102 Introduction to Quantitative Analysis for Business and Economics (3) Continuation of 101. *Pre:* 101. Spring: PE.

107 Introduction to Computing in Management (3) Computer applications in management and program-

ming fundamentals in one of the common computer programming languages—FORTRAN, BASIC, or PL/I. Assigned problems are debugged and run on the computer. Fall: PE. Spring: PE.

201 Managerial Statistics (3) General statistical methods used in collection, presentation, analysis and interpretation of statistical data. Includes frequency distribution, measures of central tendency and dispersion, probability theory, sampling distribution, central limit theorem, law of large numbers, estimation and tests of hypothesis. Pre: 102 and 107. Fall: PE.

202 Managerial Statistics (3) Additional data analysis techniques including tests of independence and goodness of fit, regression, correlation, analysis of variance, time series, and index. Pre: 201. Spring: PE.

309 Operations Management (3) Production and operations management problems, models for their solution. Problems include project management, design and measurement of work, facilities location and layout, quality control, forecasting, production planning and inventory control. Pre: 202 or permission of instructor. Fall: PE. Spring: PE.

311 Materials Management II (3) Intensified coverage of short-term planning in manufacturing and service industries. Topics include: inventory planning, operations scheduling, purchasing, material requirements planning, and quality control. Pre: 309 or permission of instructor. Fall: PE.

383 Data Processing Systems (3) Management of data and data processing systems, including the major managerial issues associated with design, implementation, and management of computer-based data processing systems. Pre: 107 or permission of instructor. Spring: PE.

579 Computing in Management (2) Computer concepts and programming in a high level language such as BASIC, FORTRAN, PL/I. Assigned problems emphasize the use of computing as an administrative and analytical tool for applications in management. Fall: PE.

580 Quantitative Methods for Management Analysis (3) Mathematical tools useful to managers. Depth coverage given to differential and integral calculus, vectors and matrices. Fall: PE.

581 Management Statistics (3) Statistical methods as tools of management; the collection and interpretation of data; statistical inference and decision-making; regression and correlation. Pre: 580 or equivalent. Spring: PE.

585 Production and Operations Management (2) Concepts and problems associated with the design and development of systems for the creation of products and services. Fall: PE. Spring: PE.

601 Advanced Management Statistics (3) Theory and application of regression and correlation analysis, analysis of variance and experimental design, and other multivariate data analyses. Pre: 581 or permission of instructor. Fall: KE.

663 Management Information Systems (3) Concepts and problems associated with the design, implementation, and management of information systems. Pre: 579 or equivalent or permission of instructor. Fall: KE. Spring: KE.

671 Methods of Business Research (3) An understanding of research methodology and the culmination of such

methodology into a term project. Pre: 579 or equivalent or permission of instructor. Fall: KE.

682 Quantitative Management Analytical Techniques (3) Development and application of the principal mathematical and statistical techniques used in model building and decision-making under certainty and uncertainty. Pre: 581 or permission of instructor. Spring: PE.

683 Business Decision Theory (3) A statistical analysis of managerial decision-making under uncertainty. Bayesian statistical inference and subjective probability are stressed. Comparisons between Bayesian method and classical statistics are discussed and applications to business problems are emphasized. Pre: 580, 581 or equivalent. Fall: KE.

684 Advanced Programming Methods in Management Decisions (3) Introduction to integer, nonlinear and dynamic programming. Emphasis on application of modern mathematical optimization techniques in single-stage and multiple-stage management decision problems. Pre: 580 and 682 or equivalent. Spring: KE.

Marine Affairs (MAF)

210 Human Use and Control of the Marine Environment (3) Introduction to man's activities occurring in the marine environment and adjacent land areas. Discussion of marine geography and natural marine processes necessary to understand the controls on man's activities. Fall: PE, ME. Spring: PE.

Marketing (MKT)

Formerly MMC

323 Marketing Principles (3) Marketing from a managerial viewpoint with consumer emphasis. Product, pricing, channels, promotion. Marketing institutions, social welfare, and legal considerations. Fall: PE.

326 Social Issues in Marketing (3) Functioning of the market in an affluent society. Effect of marketing decisions by firms placed in the perspective of the collective interest of all participants in society. Pre: 323 or permission of instructor. Spring: PE.

334 Consumer Behavior (3) Analysis and review of perception, motivation and communication behaviors of consumers as they relate to marketing with particular emphasis upon advertising and selling. Fall: PE.

443 Retail Store Management (3) Store organization, operation and control. Pre: 323. Spring: PE.

550 Marketing Theory and Practice (2) Analytical approach to contemporary theory and practice of marketing management. Spring: PE.

651 Marketing Management (3) Analysis of marketing problems and determination of marketing policies in product development, promotion, pricing, channel selection; legal aspects. Pre: 550 or equivalent. Fall: PE.

658 Seminar in Marketing (3) Preparation and presentation of papers on selected topics in marketing. Pre: 550, 651, or permission of instructor. Spring: KE.

659 Seminar in Marketing (3) Same as 658. Pre: 550, 651, or permission of instructor. Fall: KE.

Mathematics (MTH)

010 Basic Mathematics (0) Designed for students with backgrounds deficient in mathematics. Limited to students who are enrolled in undergraduate degree programs. Covers the real number system, elementary algebra, and basic geometry. Fall: PD, PE. Spring: PD, PE.

107 Introduction to Finite Mathematics (3) Concepts and processes of modern mathematics concerned with logic, sets, and the theory of probability. Role of these concepts in the social and physical sciences of today. Not open to mathematics majors except for mathematics education students. Fall: PD, PE, KE. Spring: PD, PE, WE.

109 Algebra and Trigonometry (3) Sets and real numbers, introduction to elementary functions (polynomial, exponential, logarithmic and trigonometric functions), analytic geometry, complex numbers. Not open to students who have had four years of high school mathematics except with permission of department. Fall: PD, PE. Spring: PE, DE.

141 Introductory Calculus with Analytic Geometry (3) Integration of calculus and analytic geometry. Analytic geometry topics: graphing, straight line and conic sections; calculus: applications of the derivative in determining maxima and minima rates of change, study of rectilinear motion. Antidifferentiation introduced early and used to find area, volume, length of arc and surface area. It is recommended that students electing 141 have completed four units of high school mathematics including trigonometry. Fall: PE. Spring: PD, PE.

142 Intermediate Calculus with Analytic Geometry (3) Completes the integrated study of both plane analytic geometry and of differential and integral calculus. Applications related to trigonometric, logarithmic, and exponential functions, including polar coordinates and vector algebra. Pre: 141 or equivalent. Fall: PE, KE, ME. Spring: PE.

215 Introduction to Linear Algebra (3) Detailed study of finite dimensional vector spaces, linear transformations, matrices, determinants and systems of linear equations. Pre: 142 or equivalent. Spring: PE.

243 Calculus and Analytic Geometry of Several Variables (3) Applications of analytic geometry and calculus to space of three dimensions, including multiple integration and partial differentiation. It also includes infinite series. Pre: 142. Fall: PE. Spring: PE.

353 Foundations of Mathematics (3) Sets and relations. Construction of the integers, rational numbers, and real numbers from postulates. Completeness of the real number system. Axiom of choice. Transfinite cardinal and ordinal numbers. Transfinite induction. Pre: 142 or equivalent. Spring: ME.

361 Mathematics Methods for Scientists and Engineers (3) Introduction to differential equations and difference equations including Laplace transform and Z-transform. Functions of several variables, Lagrange multipliers, calculus of variations. Pre: 243. Fall: PE.

Mechanical Engineering and Applied Mechanics (MCE)

162 Statics (3) Newton's laws of force systems in equilibrium and their effects on particles, systems of particles, and rigid bodies. Both scalar and vector methods of analysis developed. Pre: MTH 141. Fall: PE.

263 Dynamics (3) Kinematic and kinetic study of motion of particles, systems of particles, and rigid bodies, acted upon by unbalanced force systems, using both scalar and vector methods; development of methods of analysis based on the direct application of Newton's laws, work-energy and impulse-momentum principles. Pre: 162. Spring: PE.

341 Fundamentals of Thermodynamics (3) Basic principles and laws of thermodynamics and their relation to pure substances, ideal gases, and real gases. Use of thermodynamic property tables. Development of concepts of reversibility and availability. Thermodynamic diagrams and processes. Pre: 263, MTH 243, credit or registration in PHY 341. Fall: PE.

354 Fluid Mechanics (3) Physical properties of fluids, development of continuity, energy, and momentum concepts using vector methods; application to problems involving viscous and non-viscous fluids including boundary layer flows, flows in closed conduits and around immersed bodies. Pre: 263 and MTH 244 or 461. Spring: PE.

466 Advanced Mechanics of Solids (3) Introduction to plane elasticity: thick cylinders, rotating disks. Stress concentration, bending of plates and shells; finite difference and element analyses; plastic bending, yield criteria; elastic instability. Pre: 426 or permission of instructor. Fall: PE.

564 Advanced Vibrations (3) Theory of vibration of systems with concentrated masses and stiffness; systems with one degree of freedom, vibration isolation systems with many degrees of freedom, matrix methods, dynamic vibration absorbers, torsional vibration, approximate numerical methods. Experimental methods and design procedures. Pre: 464. Spring: PE.

Music (MUS)

101 Introduction to Music (3) Fosters a better understanding and appreciation of the world's great music. Consideration of musical styles, techniques and forms from the listener's standpoint. Fall: PD, PE. Spring: PD, PE.

106 History of Jazz (3) The nature and origin of jazz and its development as an American folk idiom: European and African heritages, blues, ragtime, dixieland, boogie woogie, swing, bop, cool, and funky, gospel, jazzrock, free form and progressive. Pre: 101. Spring: PD.

111 Basic Musicianship (3) Use of folk, classical and popular music to learn essentials of music reading and music theory. Not open to music majors. Fall: PD.

Nursing (NUR)

101 Basic Concepts for Helping Professionals (2) Introduction to concepts of adaptation, communication and dynamics of helping. Emphasis on self development through individual and group processes by exploring ways to meet common needs. Spring: PE.

211 Nursing in Contemporary Society (3) Trends and issues in professional nursing and nursing education. Adaptation level theory and related concepts with emphasis on utilization of nursing process. *Pre: registered nurse standing or permission of instructor.* Fall: PE. Spring: PE.

505 Research in Nursing (3) Current research in nursing, emphasizing interpretation and applications. Methodology related to clinical nursing and community health. Students select a problem and develop a project as a learning experience. *Pre: graduate standing and a basic course in statistics.* Fall: PE. Spring: PE.

Oceanography (OCG)

401 General Oceanography (3) General survey in the major disciplines including geological, physical, chemical, and biological aspects integrated into a conceptual approach to the sciences of the sea. *Pre: at least one laboratory course in a physical or biological science and junior standing or above.* Fall: PE, DE. Spring: KE.

574 Biology of Marine Mammals (2) Migration, reproduction, social organization, classification, anatomy, populations, physiology and communications of cetaceans and pinnipeds. *Pre: permission of instructor.* Fall: KE.

Pharmacology and Toxicology (PCL)

321 The Chemical Environment of Man (3) Introduction to basic pharmacological concepts, response of the human body to chemical stimuli including certain medicinally useful drugs and chemicals which are misused or abused. Legislation pertaining to drugs and chemicals. *Pre: sophomore standing and permission of department. Designed primarily for non-health science majors.* Fall: PD.

436 (or PSY 436) Psychotropic Drugs and Therapy (3) Interaction of drug and non-drug therapy and of physiological and psychological origins of psychopathology. Intended for advanced undergraduate and graduate students interested in clinical psychology. *Pre: any one of the following: BIO 102, ZOO 111, 121, PSY 381 or permission of instructor.* Fall: PE. Spring: PE.

Pharmacy Administration (PAD)

651 Health Care Systems I (3) Arrangements for utilizing pharmaceutical resources in public and private systems of health care in the U.S. and other countries. Variations in quality and distribution of care among socioeconomic groups. *Pre: 580 and EST 408 or 409, or equivalent.* Fall: KE.

652 Health Care Systems II (3) Same as 651. *Pre: 580 and EST 408 or 409, or equivalent.* Spring: KE.

Philosophy (PHL)

101 Logic: The Principles of Reasoning (3) Introduction to logic, presentation of evidence in basic valid argument forms. Emphasis on effective communication by considering such topics as definitions and avoidance of fallacies. Fall: PE. Spring: KE.

103 Introduction to Philosophy (3) Philosophical problems: how man knows and values; the foundations of morals; the nature of truth; the meaning of human existence. Fall: PD, KE. Spring: PE, DE, ME.

131 Oriental Philosophy (3) Introductory study of the main philosophical and religious ideas in the Orient, with emphasis on Hinduism, Buddhism, Confucianism, and Taoism. Fall: PD.

312 Ethics (3) Principles underlying man's moral behavior. The meaning of the good life, duty, right and wrong considered systematically and historically, and in relation to some personal and social problems. Understanding such virtues as temperance, courage, justice, tolerance, prudence; the vices and misconceptions associated with them. Spring: PD.

321 History of Ancient Philosophy (3) Survey of major thinkers and schools of thought in Ancient Greece, including selected pre-Socratics, Plato, and Aristotle. Spring: PD.

324 History of Recent Philosophy (3) Survey of the more important philosophical developments during the last century: realism, pragmatism, existentialism, and certain other philosophical movements. Fall: PD.

328 The Philosophy of Religion (3) Nature of religion: Hinduism, Judaism, Christianity, Buddhism, Mohammedanism; the nature of God, relation of faith to reason, problem of evil and human freedom; relation of religion to social movements. Spring: PD.

Physical Education (PED)

105 Beginner Elective Activity I: Individual and Dual Sports (1) Beginning level of instruction for students who have little or no previous experience in the activities offered. F—Fencing. Fall: PD.

105 Beginner Elective Activity I (1) J—Self-Defense. Spring: PD, KE.

105 Beginner Elective Activity I (1) L—Slinnastics. Fall: PD. Spring: PD, WE.

106 Activity II: Team Sports and Group Activities (1) Beginning level of instruction for students who have had little or no previous experience in the activities offered. A—Folk & Square Dance. Fall: DE. Spring: PD.

106 Activity II (1) B—Modern Dance Technique. Fall: KE, WE.

106 Activity II (1) C—Modern Dance Composition. Spring: KE.

130 Beginning Swimming (1) Beginning level of instruction for students who have little or no previous experience. Fall: PD, KE. Spring: PD, KE.

206 Intermediate Elective, Activity II (1) Intermediate level of instruction for those students who have acquired the basic skills and have performing experience in the activity. B—Modern Dance Technique. Fall: KE.

206 Intermediate Elective, Activity II (1) C—Modern Dance Composition. Spring: KE.

230 Intermediate Swimming (1) Intermediate level of instruction for those students who have acquired the basic skills and have performing experience in swimming. Fall: PD, KE. Spring: PD, KE.

510 Current Problems in Physical Education, Health and Recreation (3) Designed to acquaint the students with conditions that give rise to problems and various techniques used in finding solutions to them. Pre: permission of instructor. Spring: DE.

520 Curriculum Construction in Physical Education (3) Analysis of criteria and procedures for curriculum construction in physical education. Standards for the evaluation and revision of elementary and secondary school physical education courses. Pre: permission of instructor. Fall: PE.

543 Outdoor Recreation and Education (3) Investigation of the present scope and significance of the present-day outdoor recreation and education movements and an examination of current ideas and practices. Pre: permission of instructor. Fall: DE.

570 Major Health Problems and Curriculum Planning in Health Education (3) Major health problems related to personal and community health with emphasis on health education, curriculum planning and evaluation. Pre: permission of instructor. Fall: PE.

575 Perceptual-motor Education (3) Role of motor activity in enhancing perceptual development. How the physical educator can become involved with other school personnel in the implementation and continuing development of perceptual-motor programs. For teachers in elementary schools and in special education who wish to incorporate motor activities into their programs. Pre: PSY 113, 232 and permission of instructor. Spring: PE.

581 Psychological Aspects of Physical Activity (3) Scientific principles and research from psychology related to physical activity. Educational program situations amenable to research and application of psychological principles are isolated. Recommendations for improvements in physical education methodology. Pre: PSY 113, 232 and permission of instructor. Fall: PE.

Physics (PHY)

111 General Physics (4) Mechanics, heat and sound. Fall: PE.

112 General Physics (4) Optics, electricity, magnetism and modern physics. Non-calculus presentation of fundamental physics. Suitable for prospective teachers, pre-medical and pre-dental students. Spring: PE.

120 Physics and the Energy Crisis (3) Qualitative treatment of the physical principles and law relating to energy. Limitations on energy conversion processes; ap-

plication to current and projected energy sources. *Intended for non-science majors; not open to those who have passed 111, 112, 213, or 214.* Spring: PD.

340 Introduction to Modern Physics (3) Origin, development and current status of important concepts and theories. Conduction of electricity through gases, properties of electrons, thermionic and photoelectric effects, elementary quantum theory, atomic structure and atomic spectra, isotopes and nuclear physics. Pre: 112 or 214. Fall: PE.

Plant and Soil Science (PLS)

101 Home Grounds (3) Principles and practices in the culture and maintenance of flowers, lawns, shrubs, trees, fruits and vegetables, including plant propagation and labor-saving suggestions for the home property. Fall: PD, PE.

104 Plants, Man, and the Environment (3) Plants in their economic, esthetic and survival relationship to man and other animals. Basic information on the ecology, production, improvement, distribution and use of economic plants. Fall: PE.

233 Floral Art (3) Theory and practice in the art of flower and plant arrangement for the home, show and special occasions. History, elements and principles of design and color. Fall: PE.

234 Flower Garden Management and Floral Design (3) Culture and use of annuals and perennials in the home flower garden. Theory and practice of floral arrangement and garden layout and design with emphasis on shows and special uses. Spring: PE.

242 Appreciation of Landscape Design (3) Introduction to theory and principles of landscape design as applied to the home. Property selection and climate control. Modern methods of property planning including the individual components of the completed landscape plan. Spring: PE.

341 Lawn Management (3) Fundamental aspects of turfgrass science including identification, propagation, fertilization, pest control and other soil-plant relationships. Spring: PE.

Political Science (PSC)

113 American Politics (3) Basic principles of the government of the United States: constitutionalism, separation of powers, federalism, civil liberties; politics; legislative executive and judicial organization; functions of government. Fall: PE, ME, WE.

116 International Politics (3) Nature of the state system, foundations of national power, means of exercising power in the interaction of states. Current international problems. Spring: PE, ME.

321 Politics and Problems of Israel (3) Analysis of the evolution of political institutions and the dynamics of public policy in Israel. Emphasis on contemporary political problems. Pre: 113 or 116 or permission of instructor. Spring: KE.

472 Civil Liberties (3) The problem of human freedom examined in the context of the fundamental rights guaranteed to individuals by the American constitution. Emphasis on religious liberty, freedom of expression, racial equality, fair criminal procedures, and the protection of personality and privacy. *Pre: 113. Spring: PD.*

473 Administrative Law (3) Legal aspects of interaction among government agencies, individuals, and public interest. Systematic analysis of leading cases, evaluating the courts as an instrument for protecting the individual's rights in administrative action. *Pre: 113. Fall: PE.*

474 Criminal Justice System (3) The American system of criminal justice, general processing of cases, principal actors, study of theories of criminal law, and pre-trial detention and sentencing. *Pre: 113. Fall: PE.*

483 Political Process: Policy Formulation and Execution (3) Interrelationships of policy development and administration with particular attention devoted to participants in the process. Specific activities of the executive branch and government policies that affect the structure, composition, and function of the bureaucracy. *Pre: permission of instructor. Spring: PE.*

491 Principles of Public Administration (3) Principles of public administration, structure and organization, financial management, administrative responsibility and the relation between the administration and other branches of government. *Pre: 113. Fall: PE.*

501 Administrative Theory (3) Theoretical constructs and models in fields of public administration; theories of Weber, Riggs, Dorsey, Simon, Presthus. Lower level models in subfields of organization, communications and decision-making. Task-oriented subject matter such as personnel, budget and program administration related to theoretical formulations which seek to explain them. *Pre: 491 or permission of department. Fall: PE.*

502 Techniques of Public Management (3) Principles and techniques employed in the administration of staff activities of the public service such as administrative planning, project scheduling and budgeting. *Pre: 491 or permission of department. Spring: PE.*

503 Problems in Public Personnel Administration (3) Development of personnel administration, including problems of recruitment, examination, promotion and staffing within public service. Emphasis on evaluation of employee performance and collective bargaining in public service. *Pre: graduate standing or permission of department. Spring: PE.*

505x Intergovernmental Administration: Public Sector Assessment (3) Analysis of contemporary intergovernmental administration in the United States including fiscal and structural aspects. *Spring: PE.*

506 Seminar in Budgetary Politics (3) Examination of federal, state and local fiscal and budgetary processes, focusing on the politics of the budgetary process and models of budgeting with emphasis on contemporary issues. *Fall: PE.*

524 Seminar in Public Policy Problems (3) Exploration in depth of selected problems of policy formulation—intergovernmental relations, regionalization, citizen participation and control, priority setting for public sector programs. *Pre: 491, 501 or permission of department. Spring: PE.*

Portuguese (POR)

101 Beginning Portuguese I (3) Fundamentals of modern European Portuguese. Emphasis on standard pronunciation, development of familiarity with most common grammar structures, and acquisition of working vocabulary. *Spring: PD.*

102 Beginning Portuguese II (3) Continuation of 101. *Fall: PD.*

Psychology (PSY)

103 Towards Self Understanding (3) Individual and social problems of normal persons. Personality development, social behavior and adaptive reactions with emphasis on increasing awareness of personal and interpersonal functioning. *Fall: PD, PE, KE. Spring: PD, PE, KE.*

113 General Psychology (3) Introductory survey course of the major facts and principles of human behavior. Prerequisite for students interested in professional work in psychology or academic fields in which an extended knowledge of psychology is basic. *Fall: PD, PE, DE, KE, ME, WE. Spring: PD, PE.*

232 Developmental Psychology (3) Comprehensive understanding of human development and growth from birth to senescence. *Pre: 113 and sophomore standing. Fall: PD, PE, KE. Spring: PD, PE.*

235 Theories of Personality (3) Critical survey of the major theories of personality. Emphasis will be placed mainly upon the "normal" personality. *Pre: 113 and sophomore standing. Fall: PD, PE. Spring: PD, PE, ME, WE.*

254 Behavior Problems and Personality Disorders (3) Evaluation of the more serious behavioral disorders as found in the major forms of character disorders, psychoneuroses, and psychoses. Theories of causation, development and effects of anxiety and defense mechanisms and interpretation of symptoms and methods of treatment. *Pre: 113 and sophomore standing. Fall: PD, PE, DE. Spring: PD, PE.*

300 Quantitative Methods in Psychology I (3) Basic concepts and techniques of quantification in psychology. Emphasis on application of certain statistical tools in the analysis of psychological measurements of behavior. *Pre: 113, at least one course in mathematics at the college level, and sophomore standing. Fall: PD, PE, KE. Spring: PD, PE.*

301 Introduction to Experimental Psychology (3) Lectures, demonstrations and laboratory experiments introduce the student to fundamental principles of experimental techniques applied in psychological research. *Pre: 300. Fall: PD, PE. Spring: PD, PE.*

305 Field Experience in Psychology (3) Direct contact with settings and populations served by psychologists. Emphasis on understanding models and theories in relation to practical problems. Topical sections may include: (a) pre-clinical, (b) community, (c) laboratory, and (d) organizational applications. May be repeated once. *Pre: 113 and permission of instructor. Fall: PE.*

361 Learning (3) Learning process in humans and subhumans, including principles, methods, and data. Oper-

ant learning and behavior modification. Pre: 301 or permission of instructor. Spring: PD.

381 Physiological Psychology (3) Physiological mechanisms operative in human behavior. Sensory, neural, endocrine and response systems as related to sensation, perception, attention, emotions, motivations and learning. Pre: junior standing. Fall: PE. Spring: PD.

385 Psychology of Perception (3) Sensory function, development of perception, perception of space, color, sound, and complex events. Pre: 113 and junior standing. Fall: PD.

391 Theories of Learning (3) Psychological theories developed for explanation of experimental data in the area of learning, including evaluation of learning theories, their basic concepts and analysis of various behaviors in terms of the theoretical frameworks. Pre: 301 and junior standing. Spring: PE.

432 Advanced Developmental Psychology (3) Major issues in developmental psychology. Emphasis on research of Piaget, Erikson, Bruner, Kagan and Moss. Includes effects of infant care, sex typing, parental discipline and development aspects of intellectual and perceptual growth. Pre: 232. Spring: WE.

434 Introduction to Psychological Testing (3) Major techniques used in measurement of intelligence, aptitudes, abilities, achievement, interest and personality. Laboratory on nature and content of objective and projective tests. Reliability and validity of the various tests carefully considered. Pre: education majors: 113 and ECD 371 or PSY 300; psychology majors: permission of instructor. Fall: PE. Spring: PD.

435 The Psychology of Social Behavior (3) Conceptual and empirical analyses of individual behavior in social contexts; attention to social motivation, attitude development and change, liking, conformity, aggression, altruism. Fall: PD, WE. Spring: PE, ME.

436 Psychotropic Drugs and Therapy
See Pharmacology and Toxicology 436.

460 The Psychology of Violence and Aggression (3) Causal factors involved in understanding aggressive behavioral reactions from clinical, physiological, and social viewpoints. Methods used to deal with and change violent or aggressive behavior. Pre: 113 and permission of instructor. Fall: ME. Spring: PD.

461 The Alcohol Troubled Person: Psychological and Social Issues (3) Causes and effects of alcoholism. Needs of those working with alcoholics, treatment and/or prevention of alcoholism. Pre: 113, junior standing and permission of instructor. Fall: PD, PE. Spring: PD, PE.

464 Humanistic Psychology (3) Discussion of humanistic approaches to the understanding and direction of behavior. Emphasis on the contemporary writers such as Roger, Maslow, May, Moustakas. Discussions of phenomenology and existentialism. Pre: 235 and junior standing. Spring: PE.

480 The Female Experience (3) Topics ranging from the biological distinctiveness of women to social supports for sexism as they relate to attitudes, motives, and behavior of women. Pre: 113 and at least one 200-level PSY course. Fall: PD. Spring: PE, KE.

542 The Exceptional Child (3) Definition and proper classification of types of exceptional children; social, psychological, and physical factors involved. Problems

of rehabilitation and psychological treatment. Types of exceptional children; e.g. superior, retarded, physically handicapped, those suffering from developmental aberrations. Pre: 232, 254 and permission of department. Spring: DE.

Recreation (RCR)

416x Physical Aging and Leisure (3) Consideration of the aging process from a physiological basis in a leisure context. Pre: junior standing or permission of the department. Spring: KE.

Russian (RUS)

101 Elementary Russian (3) Introduction to fundamentals of grammar; exercises in speaking, reading and writing. Emphasis on pronunciation, intonation and aural comprehension of contemporary spoken Russian. Language laboratory required. Fall: PD. Spring: ME.

102 Elementary Russian (3) Continuation of 101. Fall: ME. Spring: PD.

391 Masterpieces of Russian Literature (3) Prose, poetry, and drama from late eighteenth through twentieth century in translation. Emphasis on literary movements through textual analysis. Authors range from Pushkin to Pasternak, including Dostoevsky and Tolstoy. Fall: PD, WE.

392 Masterpieces of Russian Literature (3) Continuation of 391. Spring: PD, WE.

Scratch (SCR)

000Ax College Writing for Adults (3) College-level readings and discussion as a basis for instruction and practice in the specific types of written work required in college courses. Not open to students who have earned more than 12 college credits. Offered only through the Division of University Extension. Fall: PD, PE, DE, KE, ME, WE. Spring: PD, PE, DE, KE, ME, WE.

Social Welfare (SWF)

311 Introduction to Social Work (3) Growth and development of social work concepts, philosophies and procedures under voluntary and public auspices. Pre: SOC 202 or 204, and sophomore standing. Fall: PD, PE, ME. Spring: PD, PE.

313 Social Welfare Services (3) Organized efforts to meet the welfare needs of individuals and groups through federal, state and local institutions and agencies, with particular reference to Rhode Island. Pre: 311 and one of the following: ECN 123, HIS 142, PSC 113, junior standing. Fall: PE. Spring: KE.

317 Social Work Methods (3) Principles and methods of casework, with emphasis on understanding and aiding individuals and families faced with personal-social dif-

faculties. Nature and varieties of group work. Pre: SOC 204 and SWF 313, PSY 235 or 254, or CDF 390, and permission of department. Spring: PE.

Sociology (SOC)

202 General Sociology (3) Introductory description and analysis of the structure and dynamics of human society. Social norms, groups, intergroup relations, social change, stratification, and institutions. Fall: PD, PE, DE, KE, WE. Spring: PE, KE, ME.

304 Social Psychology (3) Examination of social basis of personality development and behavior, Man's symbolic environment, the self and the group motivation, attitudes and beliefs, social roles. Fall: PD, PE.

312 The Family (3) The family as a social institution, its uniformity and variability in historical time and social space. Emphasis on contemporary American family. Variation in institutional patterns by rural-urban residence, region, race, social class. Issues and conflicts in the contemporary family scene. Pre: 202 or 208. Spring: PD, PE.

314 Juvenile Delinquency (3) Causes of delinquency; juvenile courts and probation; correctional institutions; programs of prevention. Pre: 202 or 208. Fall: PD, DE.

330 Criminology (3) Nature and extent of crime; past and present theories of crime causation; criminal behavior in American society and its relation to personal and cultural conditions. Pre: 202 or 208. Fall: KE.

336 Social Stratification (3) Dimensions and dynamics of inequality in society; concepts of class and status; processes of social mobility. Pre: 202 or 208. Fall: ME.

340 Minority and Majority Relations (3) Relations between the various ethnic, religious, racial and political minorities and majorities, with special reference to the United States. Pre: 202 or 208. Fall: WE. Spring: KE, ME.

410 Complex Organizations in Modern Society (3) Role of large formal organizations in contemporary society: schools, hospitals, welfare institutions, administrative agencies, and others dealing with clients. Structure of organizations, their relations to one another and to their community settings. Pre: 6 credits in sociology or anthropology, including 202 or 208, or APG 203. Spring: WE.

418 Collective Behavior (3) Analysis of non-customary social phenomena. Crowds, riots, mobs, crazes, fads, fashions, and social movements considered as product and cause of social change. Pre: 202 and 304. Spring: KE.

434 Urban Sociology (3) Patterns of urban development, taking into account sociological characteristics of urban life. Problems of urban redevelopment and planning. Pre: 202 or 208. Fall: KE. Spring: PD.

440 The Sociology of Mental Disorder (3) Phenomenon of mental disorder considered in light of recent research findings and developments in sociological theory. Mental disorder discussed as an outgrowth of societal processes. Pre: 202 or 204 and one 300-level course. Fall: PD, KE.

Spanish (SPA)

101 Spanish Level One (3) Introduction to Spanish for beginners. Fall: PE.

102 Spanish Level One (3) Continued development of elementary Spanish communication skills. Spring: PE.

103 Spanish Level Two (3) Reading and discussion of representative authors, grammar review, and continued practice in language skills, to broaden understanding of Hispanic culture. Pre: 102 or equivalent. Fall: PE.

104 Spanish Level Two (3) Continuation of 103. Pre: 102 or equivalent. Spring: PE.

Speech Communication (SPE)

101 Fundamentals of Oral Communication (3) Development and improvement of fundamentals and attitudes essential to effective and ethical communication. Preparation, organization, and presentation of the fundamentals in various speaking environments. Students demonstrating proficiency may petition for advanced placement. Fall: PD, PE, KE, WE. Spring: PD, PE, KE.

102 Interpersonal Communication (3) Examination of the human interaction process in informal interpersonal communication situations. Focus on game theory, defensive and supportive climates, non-verbal communication, and the interview and informal dialogue. Fall: KE. Spring: ME.

210 Elements of Persuasion (3) Analysis of logical, emotional and ethical appeals in persuasive speaking. Study and practice of factors motivating audience belief and acceptance of speaker's ideas. Fall: PD. Spring: PE, WE.

220 Group Discussion (3) Studies in small group communication. Emphasis on cohesiveness, role-playing, leadership, group pressures, and patterns of interaction in a variety of problem-solving small group situations. Fall: PE. Spring: PD, KE.

260 Speech Development and Correction (3) Normal development of human speech, causes of speech and hearing disorders and techniques of speech and hearing rehabilitation. For those in teaching, nursing, guidance, psychology and education of the physically handicapped and mentally retarded. Spring: PD.

261 Survey of Hearing and Deafness (3) Introduction to the science of audiology. Pathologies of the hearing mechanism, basic methods of audiometry, interpretation of the audiogram, hearing aids, and rationale and methods in hearing conservation programs. Observations and practice in the Rhode Island Hospital Hearing and Speech Center. Spring: PD.

310 Contemporary Oral Communication (3) Analysis of contemporary rhetorical theories as they relate to speaking in business, civil rights, education, government, labor, law and religion. Focus each semester on a critical contemporary issue. May be repeated once with permission of instructor. Spring: PD.

315 Environmental Dimensions of Communication (3) Investigation of the physical properties of the environment and how man's perception and design of these properties affect his communication in personal, social and public situations. Analysis and experimentation

with the ways the environment can be used to facilitate communication. Fall: ME.

319 Principles and Practice of Interviewing (3) Principles and procedures common to all interviews. Survey of types and models. Questions, listening, motivation, inhibitors in interviews. Concentration on employment and informational interviews. Emphasis on out-of-classroom assignments. Pre: *sophomore standing or permission of instructor*. Fall: WE. Spring: PD.

320 Oral Communication for Management (3) Examination of business and organizational communication. Emphasis on channels of communication, communication barriers, leadership and the development of communication skills for management personnel. Spring: PE.

331 Contemporary Approaches to Prose Fiction (3) Oral interpretation of prose fiction with emphasis on the short story and the novel. Contemporary approaches to the oral study of literature such as dramatic and rhetorical analyses and an introduction to chamber theatre. Pre: 231 or *permission of instructor*. Fall: PD.

374 Communication Processes (3) Psychocommunication processes basic to speech; theories of language learning; psychology of hearing and deafness; interrelationships between speech and personality. Pre: *junior standing*. Fall: PD.

375 Language Development (3) Development phenomena in speech and language; causal factors of delayed speech and language; survey of evaluative and habilitative programs for children with deviant language development. Pre: *junior standing*. Fall: PD.

415 The Ethics of Persuasion (3) Relation of persuasion to ethics is examined. Purposes, means, results and contexts are considered in making rhetorical judgments of interpersonal, political and institutional communications. Fall: PE.

417 Speech in the Elementary School (3) Analysis of the role of the classroom teacher in identification, referral, and remediation of speech handicapped. Examination of teacher responsibilities in supplementing special education procedures for the orally handicapped. Pre: *permission of instructor*. Fall: DE.

420 Seminar in American Public Address and Criticism (3) Study of selected American speakers, speeches, and/or movements. Rhetorical analysis used to measure the impact of speakers, speeches, and movements studies. Pre: *permission of instructor*. Fall: PD. Spring: DE.

430 Political Communication (3) Analysis of political communication in campaign and non-election situations. Examination of ghost-writing; content analysis, strategies, image-making of political speaking; TV and radio presentations; influences on and effects of political communication. Pre: *permission of instructor*. Fall: PE.

Textiles and Clothing (TXX)

103 Consumer Behavior with Textiles and Clothing (3) Purchase, use and care of textile products as related to aspects of sociology, psychology, economics, and physiology. Evaluation of products in relation to performance expectations of consumers. Fall: PD.

224 Clothing and Human Behavior (3) Physical, social and psychological aspects of dress related to: the individual, cultural and social groups, consumer behavior, clothing needs of special groups, and patterns of change and stability in dress. Spring: PD.

340 Historic Costume (3) Sociological, economic, religious, and political facets affecting the history of costume and resulting fashion changes; national and folk costumes. Use of department's historic costume collection. Fall: PD.

440 Historic Textiles (3) Chronological study of textiles, emphasizing socio-economic, religious, political influences. Contributions of designers, inventors, trade groups and industrialists. Pre: 103 or *permission of department*. Spring: PD.

Theatre (THE)

100 Introduction to Theatre (3) Designed to provide students with a theoretical and practical understanding of the theatrical process as well as to develop critical standards and increase the enjoyment of theatre as an art. Fall: PD, PE, KE, WE. Spring: PD, PE, KE, WE.

481 American Theatre History (3) Origins and development of American theatre from the wilderness to Broadway of the 1940's including the evolution of the musical play. Analysis of special contributions made by the grassroots movement, the university theatres, the Federal Theatre Project. Pre: 212 or *permission of instructor*. Fall: ME.

Zoology (ZOO)

242 Introductory Human Physiology (3) Functions of the organ systems of the human body and their coordination in the whole human organism. Attention is given to the needs of students preparing for health-related professions. Pre: 111 or 121 or BIO 102. Fall: PE. Spring: PE.

252 Human Genetics and Society (3) Human heredity and its individual and social implications. Pre: *one semester of biology or permission of instructor*. Fall: KE. Spring: PE, KE.

262 (or BOT 262) Introductory Ecology (3) Structure and function of ecosystems limiting factors, population dynamics, population interactions and community relationships. Selected habitats and general ecological effects of man. Pre: BIO 101, 102 or BOT 111 and ZOO 111 or equivalent. Fall: PE. Spring: PE.

286x Insects and Human Diseases (2) Role of insects and other arthropods as pathogens and as vectors of disease-producing organisms; ecological and epidemiological aspects of these diseases and their role in cultural development. Pre: 111 or BIO 102. Fall: PD. Spring: PD.

Special Interest Courses

The Office for Community Service offers a variety of courses and programs for adults. Some of these are designed for continued professional development, some for introduction into new fields of interest, and still others are just for recreation and enjoyment. There is something useful and interesting for almost everyone in the following pages.

Organizations or individuals who would like to see a particular subject worked into a course or seminar are encouraged to discuss this possibility with a member of the staff.

For descriptions of these courses and the time and place of offering, request a *Certificate and Special Interest Courses* brochure. Write or call the Office for Community Service.

Accounting (ACC)

- 006 Tax Workshop for Small Businesses
- 008 Accounting for Managers

Administration (ADM)

- 002 Communication Skills for Managers
- 007 Executive Development Program
- 009 Getting Results Through MBO
- 031 Starting and Operating a Small Business
- 032 Managing Within the State Civil Service System
- 033 Everything You Always Wanted to Know about Equal Employment Opportunity
- 034 Budgeting for the Service Organization

Specialized Program in Administration – Certificate in Management Program:

- 011 Managerial Accounting
- 018 Sharpening Your Business Writing Skills
- 019 Management by Objectives
- 022 Modern Production Management: Planning and Designing Production Systems

Aging (AGN)

- 001 Preparing for Retirement
- 002 Counseling Older Persons

Animal Science (ASC)

- 001 Practical Feeding and Nutrition of the Horse

Art (ART)

- 004 Calligraphy: Art of Fine Lettering
- 005 Advanced Calligraphy

Astronomy (AST)

- 001 Introduction to Astronomy

Career Planning (CPN)

- 001 Career Plans/Job-Hunting Skills
- 002 Career and Life Transitions — for Men Only

Civil and Environmental Engineering (CVE)

- 004 Review for Professional Engineering Examination (Civil Engineering)

Continuing Education Extension (CEX)

- 002 Aspects of Death and Dying
- 012 Designing and Building Your Own Home
- 022 Hairstyling for Men and Women
- 030 Going Metric
- 033 Dollars for Your Ideas
- 070 Grantsmanship: A Proposal-Writing Workshop
- 075 Antiques from the Attic
- 077 Boat Building
- 084 Hieroglyphics — The Language of Ancient Egypt
- 085 Decorating and Furnishing Your Own Home
- 086 Climbing the Family Tree
- 087 Getting Rid of Your Smoking Habit

Crafts (CRF)

- 001 Techniques and Traditions of American Quiltmaking
- 002 Crewel Embroidery and Needlepoint
- 003 Needle Art — Painting with Wool
- 004 Oriental Rug Making

Creative Leisure (CRL)

- 001 Backpacking and Hiking
- 002 Bicycling and Touring

Education (EDC)

- 409 Health Aspects of Aging (Part of the Nursing Home Administration Program)
- 450 Introduction to Counseling (Section A) (Part of the Certificate Program for Counselors of Alcoholics and Other Drug Users)

Energy (EGY)

- 001 Solar Energy — Practical Applications Today
- 002 Saving Energy and Alternative Energy Sources

Engineering (EGR)

- 001 Engineering Science Review (Course 1)
- 002 Engineering Science Review (Course 2)

English (ENG)

- 003 Writing and Selling Non-Fiction: From Idea to Printed Page
- 006 Write-On Woman — A Feminist Studies Creative Writing Workshop
- 007 American Best Sellers

Finance (FIN)

- 001 Personal Finance

French (FRN)

- 001 Everyday French

Insurance (INS)

- 010 General Principles of Insurance — IIA INS 21
- 013 Property Insurance — IIA INS 22
- 014 Casualty Insurance — IIA INS 23
- 022 Automobile Insurance
- 033 Workmen's Compensation Insurance
- 043 Commercial and Personal Multiple Peril Insurance

Insurance Adjusting Courses:

- 083 Principles of Insurance and Liability Claim Adjusting — IIA ADJ 32
- 084 Liability Insurance Adjusting — IIA ADJ 36

CLU Insurance Program:

- 051 Economic Security and Individual Life Insurance — CLU Course 1
- 052 Life Insurance Law and Mathematics — CLU Course 2
- 053 Group Insurance and Social Insurance — CLU Course 3
- 054 Economics — CLU Course 4
- 055 Accounting and Finance — CLU Course 5
- 056 Investment and Family Financial Management — CLU Course 6
- 057 Income Taxation — CLU Course 7
- 058 Pension Planning — CLU Course 8
- 059 Business Insurance — CLU Course 9
- 060 Estate Planning and Taxation — CLU Course 10

LUTC Program:

- 061 Life Insurance — LUTC Part 1
- 062 Life Insurance — LUTC Part 2
- 063 Disability Income — LUTC Part 3

CPCU Insurance Program:

- 071 Principles of Risk Management and Insurance — CPCU Part 1
- 072 Personal Risk Management and Insurance — CPCU Part 2
- 075 Insurance Company Operations — CPCU Part 5
- 079 Economics — CPCU Part 9
- 080 Insurance Issues and Professional Ethics — CPCU Part 10

Law for Laymen (LFL)

- 013 Estate Planning
- 031 Law for Real Estate Title Examiners
- 053 Law for Women
- 068 Everyday Law for Everyone

Library Techniques (LTC)

- 110 Introduction to Libraries
- 111 Technical Services I
- 113 Library Reader Services
- 312 Technical Services II
- 314 Media Technology
- 375 Library Practicum

Management Science (MGS)

- 001 Production and Inventory Control
- 002 Preparatory Foundations for Quantitative Analysis

Mechanical Engineering and Applied Mechanics (MCE)

- 007 Machine Tool Design I
- 008 Machine Tool Design II

Nursing Home Administration (NHA)

- 001 Survey Course for Nursing Home Administrators
- 002 General Administration for Nursing Home Administrators
- 004 Fiscal Planning and Operation of a Nursing Home
- 005 Legal Aspects of Nursing Home Administration and Unionization
- 006 Executive Development Seminars for Nursing Home Administrators
- 009 Geriatric Nursing
- 011 Management Skills for the Administrator of a Health Care Facility

Occult Studies (OCC)

- 001 History of the Occult and the Supernatural
- 002 Parapsychology and Psychic Research
- 003 Introduction to Astrology
- 004 Interpretation of Dreams

Personal Enrichment (PEN)

- 001A Yoga: An Introduction
- 002 Assertiveness Training
- 003 Improving Relaxation and Control of Anxiety
- 004 Woman on Her Own
- 005 Techniques of Meditation
- 006 Tai Chi Chuan — An Introduction
- 007 Study of Self Through Literature
- 008 Learning to Live More Rationally
- 009 Being Your Own Counselor
- 010 Adventures in Attitudes
- 011 Self-Defense and Self-Development — Tae Kwon Do
- 012 Emotional Problems of Living
- 013 Believing That "I'm OK, You're OK"

Pharmacology and Toxicology (PCL)

- 436 (or PSY 436) Psychotropic Drugs and Therapy (Part of the Certificate Program for Counselors of Alcoholics and Other Drug Users)

Photography (PHO)

- 001 Photographic Principles for the Advanced Amateur
- 002 Applied Photography for the Advanced Amateur

Plant and Soil Science (PLS)

- 001 Greenhouse Gardening
- 002 House Plants
- 003 Vegetable Gardening
- 004 Floral Arrangement
- 101 Home Grounds (Part of the Plant and Soil Science Certificate Program)
- 104 Plants, Man and the Environment (Part of the Plant and Soil Science Certificate Program)

- 233 Floral Art (Part of the Plant and Soil Science Certificate Program)
 234 Flower Garden Management and Floral Design (Part of the Plant and Soil Science Certificate Program)
 242 Appreciation of Landscape Design (Part of the Plant and Soil Science Certificate Program)
 341 Lawn Management (Part of the Plant and Soil Science Certificate Program)

Portuguese (POR)

- 001 Everyday Portuguese

Psychology (PSY)

- 254 Behavior Problems and Personality Disorders (Part of the Certificate Program for Counselors of Alcoholics and Other Drug Users)
 436 (or PCL 436) Psychotropic Drugs and Therapy (Part of the Certificate Program for Counselors of Alcoholics and Other Drug Users)
 461 The Alcohol Troubled Person: Psychological and Social Issues (Part of the Certificate Program for Counselors of Alcoholics and Other Drug Users)

Quality Control (QLC)

- 010 Introduction to Quality Control: Statistical Quality Control (Course 1)
 020 Advanced Statistical Analysis and Administration (Course 2)

Reading (RDG)

- 010 Reading for Speed and Comprehension

Real Estate (RES)

- 001 Making Money Investing in Real Estate
 002 How to Inspect and Buy a Home
 041 Real Estate Fundamentals
 042 Real Estate Practice and Brokerage
 043 Residential Construction and Costs
 044 Real Estate Mortgage Lending
 046 An Introduction to Appraising Real Property
 047 Environmental Factors in Real Estate

Sociology (SOC)

- 001 Intra-Family Violence

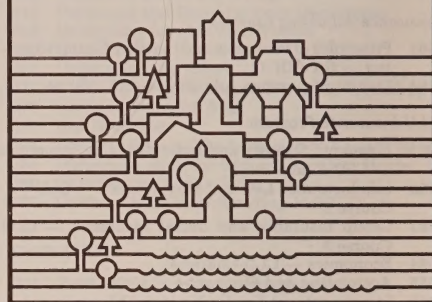
Spanish (SPA)

- 001 Everyday Spanish
 002 Continuing Everyday Spanish

Travel (TRL)

- 001 The Intelligent Tourist's Guide to England

Directory

**Administrative Staff****Dean's Office**

- Glenn A. Goerke, *Dean* 277-3807
 Raye S. Kingston-Kramer, *Administrative Assistant* 277-3807

Academic Affairs

- Ann C. Byrne, *Associate Dean* 277-3807

Administration

- Anthony L. Zambarano, *Assistant Dean* 277-3810

Adult Degree Programs

- Rae K. O'Neill, *Assistant Dean* 277-3823

Bookstore

- William T. McKenna, *Manager* 277-3835

Building and Grounds

- J. Vincent Gormley, *Building Superintendent* 277-3805
 George M. Shea, *Security Officer* 277-3837

Community Centers

- Gerald R. DeSchepper, *Acting Director* 277-3810

Community Service

- Hollis B. Farnum, *Associate Dean* 277-3821
 Joseph P. McGinn, *Assistant Dean* 277-3820

Conferences and Institutes

- Joseph J. Buckett, *Director* 277-3812

Counseling and Career DevelopmentJudith A. Scarfpin, *Coordinator* 277-3830**Duplicating Services**

Thomas J. Austin 277-3837

Finance and RecordsEugene S. Fiske, *Director* 277-3814
Elaine E. Notardonato, *Manager* 277-3814**Information (9:00 a.m. - 9:00 p.m.)**

277-3800

LibraryHelen S. Kelly, *Librarian* 277-3818**Psychological Testing**Eugene J. Sullivan, *Director* 277-3826
Edwin L. Hurd, *Assistant Director* 277-3826**Veterans' Representative**

Michael J. McAloon 277-3814

W. Alton Jones Campus Information

397-3302

Coordinators and Area Advisers**B.G.S. Program**

Joan C. Rogers 277-3807

Business (undergraduate program)

Everett T. Harris 277-3823

Business (graduate program)

Eugene M. Johnson 277-3810

Economics

Charles J. Latos 277-3830

English

Tom H. Towers 277-3830

Food Science and Nutrition

Albert L. Owens 792-2473

History

Burton G. Brown 277-3830

Home Economics

Constance E. Cooper 277-3823

Industrial Engineering

Charles F. James 792-2455

Mechanical Engineering

Ann C. Byrne 277-3807

Psychology

Kathryn Quinna-Holland 277-3829

Public Administration

Ann C. Byrne 277-3807

Secondary Education

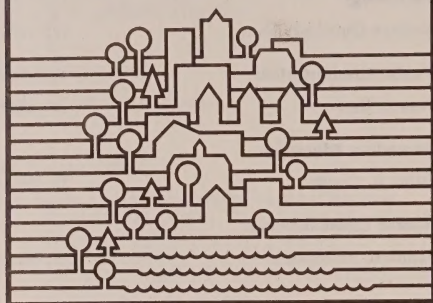
Hilda A. Calabro 792-5930

Speech Communication

Judith L. Anderson 277-3830

Extension AdvisersRichard P. Brouillette
Dorothy F. Campbell
Beverly A. Conley
Edith E. Farnum
John A. Ferri
Stephen C. Landes
Janet B. McHale
Charles F. McHugh
Gilbert J. Mongeau
William F. Murphy
Robert W. Smith

Calendar



1978-79 Calendar

Fall Semester

Aug. 28 - Sept. 8

Sept. 11, Monday

Oct. 9, Monday

Nov. 7, Tuesday

Nov. 22, Wednesday

Nov. 27, Monday

Dec. 18-23

Registration

Classes begin

Holiday, Columbus Day

Holiday, Election Day

Thanksgiving recess begins

Classes resume

Last week of classes;
final examinations

Spring Semester

Jan. 8-19

Jan. 22, Monday

Apr. 9, Monday

Apr. 16, Monday

May 7-12

Registration

Classes begin

Spring recess begins

Classes resume

Last week of classes;
final examinations

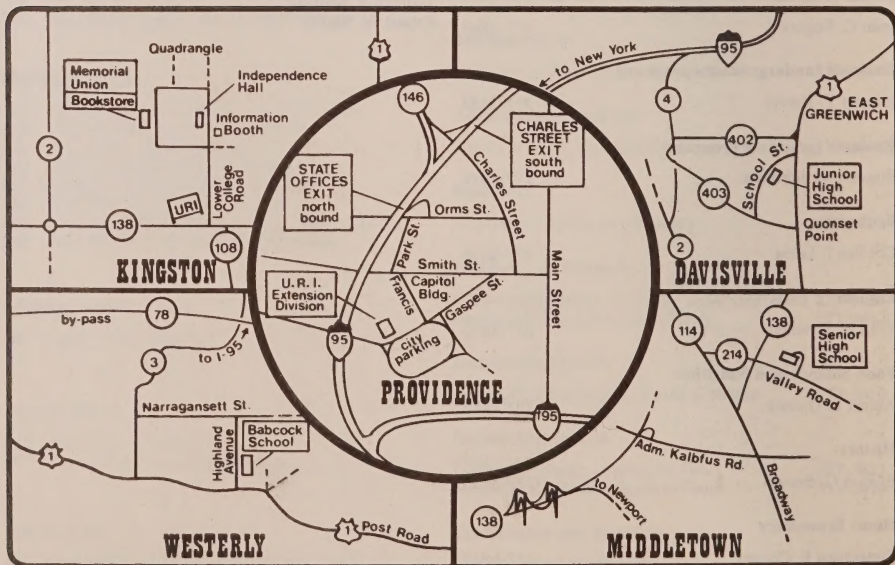
Summer Sessions

June 18 - July 20

July 23 - Aug. 24

First five-week session

Second five-week session





Max Stackhouse at Andover-Newton
— Theological Ethics (Ext. rigorous)
Get reading list, etc.

Mary Daly — Boston College (in book)
very one pointed position —
Post-Christian

Ernest Fortin — Boston College
5th Cent. Greek — Classics — Nietzsche — Dante

Soc. of Religion — Dominican — Steersman
Theol. Dept.
{ Talcott Parsons —
{ Durkheim

Jim Fowler — gone south
Faith development
Stages of moral growth.

Patterson ? at Harvard
women's group —

New prof at Andover-Newton
"Mary Jane Peck"
Phyllis Trible

Name: _____

Date: _____ Time: from _____ to _____

Summary of LAB work and Personal Reactions:

Date: _____ Time: from _____ to _____

Summary and Reaction:

Date: _____ Time: from _____ to _____

Summary and Reaction:

Date: _____ Time: from _____ to _____

Summary and Reaction:

Date: _____ Time: from _____ to _____

Summary and Reaction:

Not remedial - developmental
Recent readers & study skills -

Remedial reading problems.

7th Grade level or above.

Handicapped

Perf. Matric.

Reg. Matric.

Cont. Ed.

Mini-Courses
(focus of specific
study skills.)

Personalized Inst. - Study Counseling Center

- Can use offices in counseling center -

- Prof. peers - working rel. - developing together -

? Staff to meet needs.

? Space - testing
copy.

^{space}
Schedule through counseling center.
for testing. Ask a day ahead.

List of empty classroom - mini-courses, etc.
(3-5-7 students -
needs)

Expert on what?

Texts

Note-taking

Vocab. Impro.

Test taking

Interview - ? Study Skills -

Text - College Reading + Study Skills - Nancy Wood
by Miniucci - 20 copies.

^{or}
8/15 students -
2-3 lab periods per week

Learning strategies

Organization

Examination of purpose + "learning."

Note taking

Reading -

"Gladly would he teach
+ gladly learn."
chances.

Mandates writing exam - unless proficient required
to take special course, either 0 or 1 level.

No mandated reading program.

(Speed reading ?) vs. Study Skills.

High Risk Students

Humanistically based program -

Less instruction to content -

Bring your textbook giving most trouble.

Try some of stuff you do.

What principles of learning?

Org.

Time

Space ? (Quiet etc)

Language lab -

Need - Second language ~~to~~ students

Materials - More needy students

150 Course - Probe - Tutorial Series.
Probe II

Reading input - vocabulary - (Has tape.)
(? deaf students)

Check: students - is it working for you?

More advanced students - (20-40 hrs.)

"Rate": May not be problem, may be.

- Speedway - interesting material
- coaching - pacer. log book
no instant success - fatiguing.

Spelling Staff - / Spelling Word Power - SRA
Pretest -

Blind students

word craft - Auditory material - indiv. (deaf students)
" II
" III

2nd language

Spanish

Portuguese

Chinese - Jap. Korean - ~~Vietnam~~ Vietnam

African

Deaf Students -

- Interpreter? -

Amplification machines -

McGraw-Hill

Tests

Blue books. - corresp. & tests.

Jamestown - Int. Tape - (on bookshelf)

How to Study in College -

Student Success - Tim Walter
(in bookstore)

Adler's How to Read a Book

" The Soc. Stud.

" Sci.

" Human

Money for materials available.

Copies - Xerox card

Nothing

Why do we lose students?

Students - top 100 - 1000 (1000)

Teacher - what? what kind?

Time? Concentration? Value study?

Time? Plan? Life style?

Time? Plan?

Concentration: Supermarket shopping

Reading Program: Author: Pass - 4 means

that reading is adequate then suggest study

that can be done.

"I don't mind" and "I'm not the best"

Teacher?

And - Test for rate or specific needs

the vocabulary

If don't for it - further diagnosis

(3 - 4 - 5 - 6 - 7 - 8 - 9 - 10)

(10 - 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20)

Diagnosis - what is

Interviewing - Work-In Students

1. Interview - Info. card - Referral (for Thk 4.)

Problem - Where? What kind?

Time? Concentration? Where study?

Field? Plans? Life-style?

Job? Children?

Observations: Informative Testing.

Reading Progress Scale: Pass ≤ 4 means
that reading is adequate, then suggest study
skills mini-course.

"I start to read" needs "Juggling the Textbook".

Speed - ^{Grades?} Test for rate or specific needs
like vocabulary.

If don't pass RPS $\rightarrow$ further diagnostic.

(3 $\rightarrow$ Mc Shaw Hill - Comp.)

(below 3 - informal diagnosis)

Diagnosis - secret is

(10 AM tomorrow)

2³⁰

Monday - 12-2

Tues 1-3

Wednesday 12-2

Files - Standardized Materials available in file -

I - Student files

III - Teacher guides

Retype Pers. Info Sheet
in lg. type.

Marilyn -

Is there a lg. print typewriter?

What you need to do?

What is required?

Instructor's expectation

test-kind

type of quest.

cumulative?

comprehensive?

MC ?

TF ?

Essay?

What do you want to do?

What do you need to get out of course?

How hard do you want to work?

Is the course part of your major?

Why did you take the course?

What are you doing that works? What else could you do?

How do you learn?

I. Learning Style

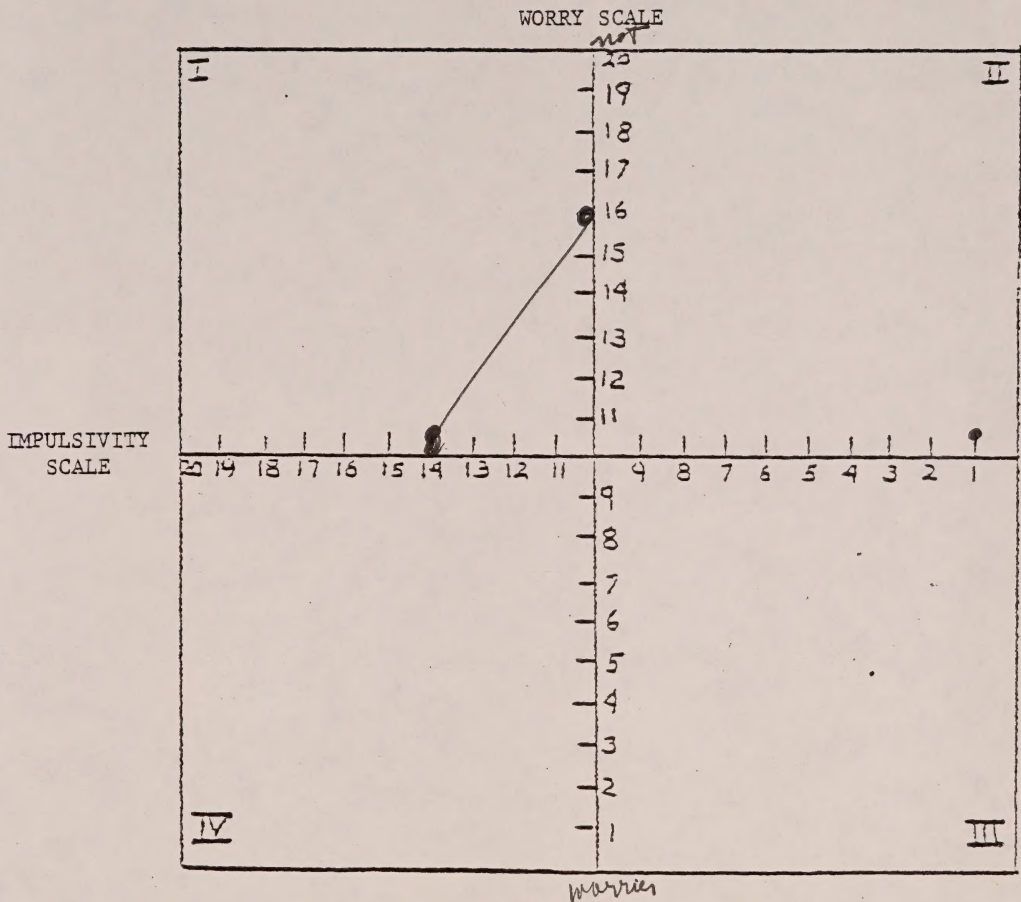
Directions: Your answers to the following questions will enable you to evaluate your learning style. There are no right or wrong answers, because each person's nature is different. Begin at question 1, and read on at your own rate, putting in the margin before each number the one which is true for you. Do not spend time "pondering" questions. There are three alternatives, usually YES, ?, NO. You should mark the middle answer(?) only when it is impossible to say YES or NO. Be sure to answer every question. (Guess an answer if you are not absolutely sure.)

- | | | | |
|----------------|--|----------------|---|
| ✓ <u>Y</u> 1. | Are you good at repartee, quick retorts, snap-judgments? | ✓ <u>Y</u> 13. | Are you inclined to be quick and a little careless in your actions? |
| × <u>Y</u> 2. | When you meet someone new, do you usually wait for him to start the conversation? | ✓ <u>Y</u> 14. | Would you rather talk than listen in a social situation? |
| × <u>N</u> 3. | Are you inclined to express your wishes without much hesitation? | ✓ <u>Y</u> 15. | Can you turn out a large amount of work in a short time if you are under pressure? |
| × <u>N</u> 4. | Are you apt to say anything (though you may regret it later) rather than keep still? | ✓ <u>Y</u> 16. | Do you usually start to work on a new academic subject with a great amount of enthusiasm? |
| ✓ <u>N</u> 5. | Do you think much and speak little? | ✓ <u>N</u> 17. | Do you hesitate to volunteer remarks in class? |
| ✓ <u>Y</u> 6. | Do you get very excited by new ideas or new people? | ✓ <u>Y</u> 18. | Do you quickly form larger concepts from a few disconnected ideas? |
| × <u>b</u> 7. | Would you say that you have (a) many friends or (b) just a few close friends | ✓ <u>N</u> 19. | Do you find that your recall of past conversations is more accurate than that of most of your friends? |
| × <u>N</u> 8. | Do you often find yourself making comments to a friend while listening to a lecture? | ✓ <u>Y</u> 20. | Do you usually find that you understand a complex situation with a minimum of explanation? (For example, a TV drama turned on late) |
| ✓ <u>Y</u> 9. | In a discussion with friends, do you think better when you are challenged to defend your position? | × <u>A</u> 21. | Do you tend to be submissive and apologetic? (a) often or (b) seldom. |
| × <u>b</u> 10. | Would you rather take (a) an oral test or (b) a written test? | ✓ <u>N</u> 22. | Are you likely to complain about you suffering and hardships? |
| ✓ <u>Y</u> 11. | Does it sometimes irritate you to listen to someone who speaks slowly? | × <u>Y</u> 23. | Do you sometimes have a feeling of fear as though you had done something wrong? |
| ✓ <u>Y</u> 12. | Do you recover your emotions rapidly after a sudden upset? | ✓ <u>N</u> 24. | Do you often have trouble falling asleep at night? |

(over)

- ✓ N 25. Do people tell you that you worry unnecessarily?
- x Y 26. Do you become discouraged when things go wrong?
- ✓ N 27. Are you usually tired when you get up in the morning?
- ✓ A 28. Do you have nightmares?
(a) seldom (b) often
- ✓ Y 29. Do you usually have a feeling of being able to handle minor crises?
- ✓ N 30. Do you sometimes feel that life would be happier if people only treated you better?
- ✓ N 31. Do you sometimes perspire or feel tense without any reason?
- ✓ N 32. Do you think of yourself sometimes as neglected and unloved?
- ✓ N 33. Would you say that one is wise to be very careful about whom one trusts?
- ✓ Y 34. Are your ideas generally well organized and systematic?
- ✓ N 35. Are you frequently troubled by pangs of conscience?
- x Y 36. Are you often concerned that you may not have done right in social situations?
- ✓ N 37. Do you feel sometimes that people disapprove of you?
- ✓ A 38. Is the control of your emotions
(a) easy or (b) difficult?
- ✓ N 39. Are you easily discouraged when people make fun of you?
- ✓ Y 40. Are there times when you can't help feeling sorry for yourself?

LEARNING STYLE



KEY (These are no "right" answers but just put a check beside the numbers where this answer is the same as yours.)

- | | | | |
|----------|----------|----------|----------|
| ✓1. Yes | ✓11. Yes | ✗21. (b) | ✓31. No |
| ✓2. No | ✓12. Yes | ✓22. No | ✓32. No |
| ✓3. Yes | ✓13. Yes | ✗23. No | ✓33. No |
| ✗4. Yes | ✓14. Yes | ✓24. No | ✓34. Yes |
| ✓5. No | ✓15. Yes | ✓25. No | ✓35. No |
| ✓6. Yes | ✓16. Yes | ✗26. No | ✗36. No |
| ✗7. (a) | ✓17. No | ✓27. No | ✓37. No |
| ✓8. Yes | ✓18. Yes | ✓28. (a) | ✓38. (a) |
| ✓9. Yes | ✓19. No | ✓29. Yes | ✓39. No |
| ✗10. (a) | ✓20. Yes | ✓30. No | ✓40. No |

Total: 1 to 20

14

Total: 21 to 40

16

Name _____
Last First middle

Address: _____
(full) _____

Home Phone _____

College year: (circle) Fresh. Soph. Jr. Sr. Grad.

Referred by _____
Informed by (or) _____

Interest or concern: _____

Observations:

Recommendations:

Summary of Services provided:

Date + Initials

Date + Initials

Appendix II-B

Informal Content-Reading Inventory

1. Select a 5-10 page section of a current text (approximately 4000 words).
2. Read the section closely, extracting the points analogous to those on the accompanying sheet (taken from a class text for American History II).
3. List words that may not be in a student's vocabulary with the context in which they appear.
4. Assign the student to read the selection, with a 20-minute time limit. Tell the student you will ask him/her to tell you what was read.
5. After the 20 minutes (or after the student finishes), ask the student to tell you what s/he read. On "recall" sheet, indicate the items and ideas that the student recalls. The purpose is to find how much the student can remember in an unaided recall situation.
6. Ask questions which give no information. Anything the student said may be repeated. "You mentioned _____. Can you tell me more about that?" This is still a part of unaided recall.
7. Using a different sort of marking device, ask about things not mentioned. "The book referred to _____. Can you tell me about that?" or "What was the main idea here?"
8. Score unaided recall as a percent of information on the sheet; score aided recall the same way.
9. Ask the student to read an additional selection (approximately 300 words) aloud. Using a sheet with the selection typed verbatim (including length of line), mark miscues, repeats, long pauses, corrections. An example entitled "The Harassing Question of Poland" is included.
10. Ask the student if s/he can define any word on the wordlist that s/he has not used in the recall sections. Use the word in context as it was in the selection. Circle any word the student can not adequately define.
11. Compute approximate rate of student's silent reading and approximate rate of oral reading.

12. Record inferences and references to previous knowledge as indicated on "recall" sheet, noting whether they occurred during "unaided" or "aided" recall.
13. See attached "Recall Scoring Sheet" which has been marked for student responses as a model of the format and as a sample for scoring.
 - indicates something the student recalled, unaided.
 - indicates something the student recalled with assistance.

In computing scores, the number above the line indicates the estimate of the amount of information in each category the student provided without assistance; the number below the line indicates the amount the student provided with assistance. Typed numbers represent the points assigned to each section.

In the upper right corner, see the totals for scoring, with a "recall" total of 65%, 28% unaided, 37% aided.

14. Scoring.
If a student scores approximately 40% or better on unaided recall and 60% or better on aided recall, then it is not likely s/he will have difficulty in textbook reading. If the student aspires to top level of performance, however, this criteria should be raised.

Total unaided	28
Total aided	37
Total recall	65%

RECALL SCORING SHEET

Recall

Major Figures: - 5 points

- ✓ Roosevelt
- ✓ Truman

5/0

Details: - 10 points

- ✓ Dead, ex-President
- ✓ New President, former Vice-President
- ✓ Wanted to seem decisive and confident, but was not confident as President
- ~ Continued Roosevelt's policies, had none of his own
- ~ Very candid and open
- ~ Had sign on his desk, "The Buck Stops Here"

5/5

Minor Figures: - 10 points

Oppenheimer
Bust

Groves
Stimson
Vaughan
~ Jackson

Early
Barkley
Sachs
✓ Churchill

✓ Manhattan Project

2/1

Details: - 10 points

- ✓ Scientist who knew about work on bomb
- Government official who knew about the bomb project. Member of M.P. top Policy Group
- Military Adviser to Roosevelt
- Cabinet Member who knew about Atomic Bomb Project
- Truman's friend and assistant
- ~ Earlier President who acted aggressively in nullification crisis
- ~ Truman's Press Secretary
- Someone who knew Truman well
- ✓ Questioned whether atomic bomb should be used
- ✓ British leader with whom Roosevelt made secret agreements
- ~ Code name for the bomb-building project

3/3

Minor Points

✓ As Vice-President, Truman knew very little of Roosevelt's policies, either foreign or domestic.

Roosevelt had far greater power and influence than Truman had - both with Congress and with the nation.

Roosevelt had not made an absolute commitment to use the bomb.

✓ Scientists working on the bomb project raced to finish before the war ended.

~ Roosevelt had made agreements with Churchill regarding atomic energy, and the use of the bomb, but even his closest advisors didn't know the details of the agreements.

~ Roosevelt had no advisors who were considering the impact the bomb would have on postwar diplomacy.

~ Roosevelt's popularity would have made it difficult for Truman to change any of his policies.

Truman had no background in foreign affairs, and some of the things he said proved it.

Truman had the idea from reading and experience that the course of history was guided by strong men, acting on principle.

When Truman entered the room for Roosevelt's funeral, no one stood. Everyone stood when Mrs. Roosevelt entered.

✓ Truman was overwhelmed by the responsibilities of his new office - as if moon and stars had fallen on him.

One of Truman's first decisions - to go ahead with the plans for the United Nations Convention in San Francisco.

✓ Stimson told Truman about the bomb, but very little.

As a Senator, Truman had nearly discovered the secret bomb project, but had not actually discovered it.

Stimson, preparing to discuss the bomb project with Truman, called for a study of the whole atomic energy situation.

Inferences (Give Example)

10 points

Aided:

5/0

Unaided: Truman was a very powerful President.
Truman knew how to be President and represented the common man

Reference to Previous Knowledge

10 points

Aided: Some experts think they didn't have to drop the bomb. Others thought it was necessary.

8/0

Unaided: Bomb was dropped in Japan. The bombing ended the war.

Main Idea

20 points

✓ Roosevelt's secrecy about his plans and Truman's lack of confidence in his abilities combined to create a difficult situation after his death: Truman tried to carry out Roosevelt's policies without knowing what those policies were, particularly in the areas of foreign affairs and atomic bomb development.

0/20

* * * *

Vocabulary

Anglo-American

Roosevelt's commitment to continue the Anglo-American atomic energy after the war died with him.

exclusive

They opposed the idea of an exclusive partnership.

coherent

The need to formulate a coherent postwar policy was pressing.

irreversible	He could hardly have considered it an irreversible declaration of intention.
warranted	The matter warranted very careful discussion.
sphere	Policy in the sphere of atomic energy was definitely settled.
legacy entail	Truman's atomic energy legacy did not entail complete freedom to choose between conflicting policies.
constrained	The new President was constrained in his choices by Roosevelt's sudden and unexpected death.
precipitated	Roosevelt's death necessarily precipitated a major review of foreign policy.
rhetoric	A notorious example of his careless rhetoric was a remark he made when Germany attacked the Soviet Union.
elicited	New circumstances elicited new opinions.
decisive	He relied on the advisers who offered decisive advice.
chaotic	Truman's first days in office were chaotic and agonizing.
profoundly	Stimson was profoundly anxious about the turn of events.
enigmatic	His enigmatic remarks to Truman had been impulsive and very much out of character.

NOTE: This inventory is based on a selection from A World Destroyed by Martin J. Sherwin, Random House, 1977.

0001 During the daily meetings and briefings that filled Truman's
0002 first ten days as President, most of his time was devoted to for-
0003 eign affairs in general and the "harassing question of Poland"
0004 in particular. The impression he received from his advisers,
0005 from Churchill's messages, and from State Department reports
0006 was that Stalin was not keeping his word. The new President's
0007 first official visitor on April 13 was Secretary of State Edward
0008 R. Stettinius, Jr., an official with little influence under Roose-
0009 velt, but a man who represented the rising tide of mistrust of
0010 the Soviet Union then flowing through high government cir-
0011 cles. His report to the President on the "background and the
0012 present status of the principal problems confronting this gov-
0013 ernment in its relations with other countries" viewed American-
0014 Soviet affairs almost exclusively with reference to events since
0015 the Yalta Conference. Stettinius declared that "Churchill fully
0016 shares this government's interpretation of the Yalta Agreements
0017 on Eastern Europe and liberated areas." He reported, however,
0018 that the Soviet government had taken a firm and uncompro-
0019 mising position on nearly every major question that has arisen

0020 in our relations," and he enumerated just what those issues were.

0021 "The most important of these are the Polish question, the

0022 application of the Crimea (Yalta) Agreement on liberated

0023 areas, the agreement on the exchange of liberated prisoners of

0024 war and civilians, and the San Francisco Conference (United

0025 Nations Organization meeting) in the politico-military

0026 field, similar difficulties have been encountered in collaboration

0027 with the Soviet authorities." With regard to Poland, Stettinius

0028 stated that "the Soviet authorities (are) consistently sabotaging

0029 Ambassador Harriman's efforts in the Moscow Commission to

0030 hasten the implementation of the decisions at the Crimea Con-

0031 ference."

Appendix II-A

Interview Guide

The purpose of the interview is to gain information in specific areas of the student's development. The format of the interview may vary, but we suggest that the interviewer explore the following questions.

1. Does the student have an accurate perception of his problem?

There is often a tremendous difference between what the student perceives as his problem and what the problem really is. The interviewer must gain information concerning both. For example, the student may assume he has a reading problem when in reality, the textbook is unusually difficult. He may be performing poorly on exams because the examiner does not seem to be testing what was stressed in class. On the other hand, the student may say the professor is poorly organized when in fact the student's note-taking skills are deficient. The important point is to pursue the student's self-diagnosis with further investigation.

2. What is the student's background in related coursework?

As in the medical model, history is essential to accurate diagnosis. History may reveal a pattern of competence or one of constant difficulty. In either case, the interviewer should record historical data.

3. Does the student's time schedule show any need for re-arrangement?

Examination of the schedule will allow the interviewer to make some important observations about the study arrangements of the student, such as non-academic demands on his time, and amount of time spent on each subject. It will be necessary to know also whether he studies at length on one subject, believes in cramming, and understands when the most effective study can be achieved.

4. What is the living situation of the student?

It will be helpful to know if he shares an apartment, lives at home or in a noisy dormitory. The tutor must know whether a quiet place to study is available.

5. What are the student's present goals?

It may be that the student perceives little relevance between troublesome course and academic or life goals. A wide divergence in this area can indicate a serious problem.

6. What is the student's level of functioning in other classes?

A pattern may be seen in several courses or in a particular type of course, such as those with a lot of reading involved.

7. What is the current emotional state of the student?

The information needed here is whether an emotional disruption may be interfering with learning.

8. What is the nature of the current physical condition of the student?

The student should understand the relation between adequate exercise and sleep and school performance. If a state of constant anxiety exists regarding school work, performance will be diminished.

9. Does the student have any problems in the area of nutrition or allergies? Is he taking any medication?

Students may be having difficulty in the middle of the ragweed season and not attribute intellectual lethargy to the debilitating effects of either allergy or the antihistamines which counter the effects of allergies. Information is available on the relevance of nutrition to student performance. Side effects of regular medication is something about which the tutor ought to be informed.

10. What is the student's ability?

It is important to know whether the problem is in the student's preparation for an examination or in the examination situation itself. Examine a recent test with the student. Which questions did the student answer incorrectly despite knowing the answers? If there is a large number of these, the problem may be in the test-taking situation; if not, it may be in the nature of the student's preparation.

11. Does the student take good notes?

If notes are sparse, or if they are comprised of details but lacking in concepts (or the reverse), it is clear that some work in this area will be required.

12. Does the student know how to handle his textbook and other reading in an organized, efficient manner?

The student must learn both generalizations and specific details. He must designate a purpose for his reading, also. The tutor must be able to ascertain what kind of problem the student is having and to give the student a method of attack.

13. Is there a lack of understanding of the course content?

The need to participate in supplemental sessions, in addition to embarking on either a tutorial or corrective skills program, may be suggested.

14. How does the student rank his immediate priorities?

Five areas will be placing demands on the student: course work, financial concerns, personal well-being, social life and family. It is important to know how the student ranks these areas in importance to him.

ED 150 Personal Information Sheet

Name _____ Phone _____

Address _____

Year in School _____ Major and/or Career Goal _____

List courses that you are taking this semester:

Are you working? _____ How many hours per week? _____

What is your first language? _____

What reading/study areas most concern you? (Number in order of degree of concern)

_____ Reading Comprehension

_____ Notetaking

_____ Reading Rate/Flexibility

_____ Test-taking

_____ Vocabulary

_____ Increasing General Knowledge
of Study Skills

_____ Memory Improvement

_____ Textbook Reading Methods

_____ Study Organization

_____ Study Concentration

_____ Study Motivation

How did you learn about this course?

Why did you decide to take this course?

Your test results are not entirely self-explanatory. There are two ways in which they can be interpreted, each way yielding unique information. The first method might be called *interpretation by single scores*; the second method is generally called *profile analysis*: it treats the profile or pattern of scores.

Single-Score Interpretation

Learning Style. The I-S Scale yields two scores which research has shown to be related to the manner in which students learn. The distribution of scores on the first twenty items, the *I Scale*, is shown in the graph. People who score high (a rank of 80 or above) tend to be friendly, changeable, quick thinking and quick acting to the point of being *impulsive*. The higher the score, the greater the tendency toward impulsivity.

People who score low (a rank of 20 or below) tend to be reserved, conservative, conscientious, and steady to the point of being *constricted* in their thinking. Once again, the lower the score, the greater the tendency toward constriction in thinking.

Items 21 to 40 constitute the *S Scale*. People who score high (a rank of 80 or above) tend to be relatively free of upsetting worries and tend to stand up well in stressful situations such as examinations. Those who score low (20 or below) tend to worry a good deal, even when things are going well.

Predictions about learning style may be made most safely when both the I and the S scores are treated

simultaneously. The two ways of looking at personality are unrelated, i.e., an extreme score on one dimension tells us nothing about what the other score will be. Therefore, the two scales can be placed at right angles to each other. Now, one can determine in which quadrant he places I (high in I and S), II (low in I and high in S), III (low in both I and S), or IV (high in I and low in S). *The following descriptions apply only to people who are extreme on both scales.*

I. This person's impulsivity is illustrated by his difficulty in focusing on one idea. Thus, his themes tend to be rich in ideas but poor in structure. Inadequate attention to details leads to difficulty in understanding examination questions: important words are missed; the reader leaps to conclusions too easily. Memory for foreign language and for formulae tends to be poor.

II. Constricted thinking is illustrated by the sparse content of themes. One idea may be spelled out at length, but in a pedestrian way. A less common problem of the constricted thinker is a tendency to focus only on details so that the important generalizations are missed. Reading also tends to be slow with undue attention to single words, and inadequate comprehension of thematic ideas.

III. The worries of this individual make concentration difficult. There is also a tendency for blaming his troubles on others, especially his instructors. Thus, problems with interpersonal relations commonly intensify a poor academic adjustment.

IV. When tension is added to impulsivity, the result is often a disorganized, dependent person who is unable to tolerate stress. Examination panic is common among such individuals. Both attention to and memory for details are seriously deficient. On the positive side, this person tends to produce original ideas easily.

Construction and Validation of Diagnostic Tests

I-S Scale. The two scores derived from this scale provide an index of "learning style." The first score, taken from items 1-20, measures impulsivity-constriction as illustrated both in overt behavior and in style of thinking. The scale was constructed by starting with several items reported elsewhere to measure impulsivity.¹ It was assumed that impulsivity in behavior ("Are you inclined to be quick and a little careless in your actions?") is accompanied, to some extent, by impulsivity in thinking. Therefore, items thought to reflect impulsive and constricted thinking were constructed and tried out along with the original items. Those with high item-test correlations (i.e., those items which measure the same quantity which the whole test measures) were retained. Only those items which were effective on two quite different samples of students (arts and engineering) were kept. The reliability or consistency of the scale is indicated by a coefficient² of .59. Using this figure and a measure of the spread of scores, it can be shown that an individual's "true" score on the scale is probably within two points of his obtained score. Therefore, the scale may most safely be used as a screening device. Scores should not be considered different from average unless they are below the 30th percentile or above the 70th percentile.

The S or stability scale is a shorter form of a scale previously validated.³ It is derived from items 21-40. The scale consists of neurotic symptoms. It is scored in such a way that a high score means *few* such symptoms. The present scale differs from the original one mainly in length, in minor changes of wording to increase clarity, and in the addition of new items tried out by the procedure described above. The coefficient of reliability is .73. Once more, a given individual's true score is likely to be within two points of his obtained score. Therefore, scores should not be

considered different from average unless they are below the 30th percentile or above the 70th percentile.

Several years of experience with measures of extraversion-introversion and stability by Smith and others^{3, 4, 5, 6, 7, 8} have demonstrated the usefulness of such scales in academic counseling. For example, Ironside found anxious extraverts to be especially prone to exam panic;⁹ Carrier found extraverts, especially anxious ones, to be penalized by artificially induced stress during exams and for stable introverts to "over-achieve."¹⁰ Smith and others found that anxious extraverts gain more in reading skill when taught

directively than when taught nondirectively.¹¹ Watson reported that introverts prefer a structured learning environment and extraverts an unstructured one, even though such environments may penalize their learning.¹² For other relevant studies, see Smith *et al.*¹³

As shown by Guilford¹⁴ and by Sanford *et al.*,¹⁵ a primary component of extraversion-introversion is impulsivity-constriction. Following their lead, the present scale was developed. Its relationship with the previously mentioned extraversion measure (N-160 members of college reading classes) is substantial,^{*} thus indicating that extraversion and impulsivity are closely related. College students tending toward impulsivity have a higher rate of reading than do constricted students both before and after special training in a reading course. On the other hand, constricted students are superior to impulsives in academic

Learner Differences

Fully as important as differences in subject matter are those of learning styles. Extensive study of college students reveals systematic differences in the kinds of academic tasks handled best by people of differing "constitution."

Groups I and IV. Reference is made here to your placement on the chart of learning style in the front of this book. Individuals who are extreme in extraversion and impulsivity tend to profit more from a systematic study procedure than do those in Groups II and III. Group I and IV individuals tend to prefer the social sciences. They are "at home" with unsystematized knowledge and enjoy an opportunity for trading opinions. Their knowledge is held loosely, and new ideas are welcomed. They tend to be impatient with memoriter tasks, with working problems, and with knowledge which is fixed or static. They have a fertile and relatively undisciplined imagination, seldom having trouble thinking of ideas for themes or new approaches to old problems.

On the negative side, Groups I and IV have difficulty memorizing material. They tend to forget quickly, to remember irrelevancies, to see relationships which do not exist. They tend to confuse text statements with their own opinions. Their themes are often disorganized, main idea arousing main idea, ad infinitum, with no single idea being developed adequately. They learn less and less about more and more. Finally, the extreme extravert is subject to exam panic. He tends to be unable to handle stress: his emotion is easily aroused and then overwhelms him.

It is easy to see why externally imposed structures like those of Survey Q4R help the extravert. They provide a discipline to his thinking and a system to the task which he is unable to provide. With time and practice, he will adopt the system, make it a part of his habit structure, and transfer it to other problems such as a new job.

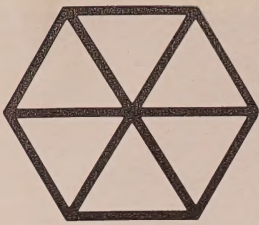
Groups II and III. At the other extreme are the highly systematic, perfectionistic, well-disciplined individuals who lean toward systematized learning, who memorize easily, and who tend to value things more than social interaction. The exact sciences provide the kind of definiteness which is consonant with their philosophy of living. Right is right and wrong is wrong: right and wrong are clearly not a matter of opinion. For these individuals, mathematics and the periodic table of chemistry are no problem. Even foreign language tends to be easy.

On the negative side once more, such people learn more and more about less and less. They have difficulty developing new ideas, and lean toward authority for the answers to their problems. "If it's not in a book, there is no answer." Anything new is highly suspect. Their themes tend to be well organized but lifeless. They tend not to think by analogy, thus fail to detect the figurative language in literature; they distrust emotion as a basis for thinking, and therefore, distrust the language of literature. Perhaps the most serious problems of the constricted thinker are those stemming from his inability to see relationships. His lecture notes make no sense: they consist of a series of details with no larger meaning. He knows the operations in trigonometry but doesn't know when to use them in solving a problem.

Once more the value of Survey Q4R will be apparent. When one surveys the whole before memorizing the parts, the whole-part relationship remains dominant. Each part is appreciated, not as a discrete unit, but as a contributor to a large idea.

Tension. The positive and negative effects of tension were discussed earlier.¹ On the positive side, tension appears to speed up the thinking of introverted people so that they may do better on examinations than they expect. For some it seems to help in spawning ideas and in discerning relationships. For the rest, the results of tension seem to be negative. A continuing high level of tension contributes to the disorganized thinking of the extravert, interferes with memory, and sometimes incapacitates him on an examination. It interferes with concentration, at best simply by taking one's mind off one's work, at worst, by keeping one's mind filled with morbid thoughts.

Two parts of the study procedure are especially helpful in controlling the negative contribution of tension. Questions force concentration, often in the face of a high tension level. And frequent brief reviews, by rearousing associations, reduce the negative effect of tension on remembering.



Form A

McGraw-Hill
Basic
Skills
System

Vocabulary Test

Alton L. Raygor
University of Minnesota

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McGraw-Hill Basic Skills System

Tools for Learning Success

Vocabulary Test • Form A

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Directions

This test will measure your knowledge of the meaning of words and of parts of words. Each item in the test consists of a stem word followed by four possible meanings of that word. Your task is to determine which of the four given meanings fits the stem word best. On your answer sheet you should mark the space that has the same number as the meaning which you chose. The sample items given below have been correctly marked on the answer sheet.

The test is divided into two sections. In Section 1—Word Knowledge, the stem words relate to a subject-matter field.

SAMPLE A rhythm

- 1 **beat**
- 2 **melody**
- 3 **rhyme**
- 4 **scale**

In Section 2—Word Parts, the stem words are artificial words, created from parts whose meanings are well established.

SAMPLE B pyrophile

- 5 **a blacksmith's tool**
- 6 **a builder of pyramids**
- 7 **one who loves fire**
- 8 **one who tells lies**

If you wish to change an answer:

1. On a SCOREZE Answer Sheet, do not erase the mark you wish to change. Merely cross it out with a large "X."
2. On a machine-scorable answer sheet, erase the mark completely.

You will have 12 minutes to complete the test.

Section 1

1 indict

- 1 accuse
- 2 judge
- 3 prosecute
- 4 testify

2 misconstrue

- 5 match poorly
- 6 misinterpret
- 7 misshape
- 8 oppose

3 alliteration

- 1 making bright
- 2 perfection
- 3 portion
- 4 repetition of sound

4 kinetic

- 5 caused by motion
- 6 mentally unstable
- 7 pertaining to relatives
- 8 stimulating

5 illusory

- 1 deceptive
- 2 famous
- 3 sickly
- 4 spiritual

6 dispersive

- 5 gloomy
- 6 rebellious
- 7 spoken in a low voice
- 8 tending to scatter

7 microcosm

- 1 concentrated lotion
- 2 measuring device
- 3 orbit around a celestial body
- 4 a universe in miniature

8 cognizant

- 5 aware
- 6 effective
- 7 guarded
- 8 proven

9 fluency

- 1 an easy flow
- 2 illness
- 3 interest in language
- 4 power

10 finite

- 5 having limits
- 6 incomplete
- 7 very small in size
- 8 of excellent quality

11 acoustic

- 1 auditory
- 2 corrosive
- 3 discerning
- 4 sarcastic

12 deviate

- 5 amuse
- 6 cut into equal parts
- 7 prosper
- 8 turn aside

13 morphology

- 1 research on disasters
- 2 state of mourning
- 3 study of forms
- 4 study of greed

14 belligerence

- 5 abundance
- 6 aggressive hostility
- 7 kindness
- 8 inconsistency

15 relevant

- 1 appropriate
- 2 dependent
- 3 dignified
- 4 set off by contrast

16 virtuoso

- 5 courage
- 6 one skilled in the fine arts
- 7 puritanical person
- 8 sensitive violin

17 anode

- 1 lack of smell
- 2 long free verse
- 3 positive pole of an electrolytic cell
- 4 tree growth

18 mediate

- 5 contemplate
- 6 cut off
- 7 settle differences
- 8 surround

19 inference

- 1 criticism
- 2 logical conclusion
- 3 puzzle
- 4 subordination

20 coalescence

- 5 combination into one mass
- 6 glow
- 7 industrial fuel
- 8 out-of-court settlement

21 antecedent

- 1 accidental
- 2 against progress
- 3 previous
- 4 unnecessary

22 ethnocentrism

- 5 attitude of cultural superiority
- 6 circular motion
- 7 health hazard
- 8 invocation of spirits

23 canonical

- 1 authoritative
- 2 financial
- 3 generally unknown
- 4 tube-shaped

24 complacent

- 5 conclusive
- 6 self-satisfied
- 7 sharing
- 8 typical

25 primogeniture

- 1 distinctive character
- 2 polite society
- 3 primitiveness
- 4 state of being first-born

26 achromatic

- 5 not in sequence
- 6 of long duration
- 7 pleasant smelling
- 8 without color

27 senility

- 1 faulty reasoning
- 2 quietness
- 3 old age
- 4 response to stimuli

28 pretentious

- 5 extremely intelligent
- 6 not telling the truth
- 7 showy
- 8 very dangerous

29 suffuse

- 1 be enough
- 2 overpower
- 3 spread through
- 4 strain

30 dyne

- 5 line of royalty
- 6 noise level
- 7 $\frac{1}{60}$ of a second
- 8 unit of force

Section 2

31 neophobia

- 1 a fear of newness
- 2 a gas causing hallucinations
- 3 a skin disease
- 4 the first phase of a sickness

32 intermeter

- 5 a funeral
- 6 to measure between
- 7 periodic
- 8 a communication system

33 frigiderm

- 1 a cooling device
- 2 insulation material
- 3 cold skin
- 4 a cooling drink

34 subdict

- 5 to reduce
- 6 to understate
- 7 to speak about
- 8 to put under strain

35 parapater

- 1 beside father
- 2 the outside edge
- 3 a small insect
- 4 a disabled father

36 extralog

- 5 outgoing
- 6 a talkative person
- 7 a nautical term
- 8 beyond words

37 ambimamus

- 1 a reptile
- 2 either hand
- 3 a man-eating animal
- 4 a dinosaur

38 hypermarine

- 5 water conditions
- 6 too much water
- 7 water control
- 8 a fear of water

39 matrimort

- 1 a honeymoon
- 2 an unsuccessful marriage
- 3 motherhood
- 4 death of a mother

40 transtend

- 5 to stretch across
- 6 to reach a goal
- 7 to reach carefully
- 8 to see through

41 contramit

- 1 a direct opposite
- 2 to deliver illegally
- 3 straight toward
- 4 to send against

42 thermamorph

- 5 an object formed by heat
- 6 a heat measuring device
- 7 an insulated device
- 8 double-layered glass

43 retrocept

- 1 to remember
- 2 to slow down
- 3 to grab back
- 4 to catch between

44 nonverus

- 5 not living
- 6 not sick
- 7 not known for sure
- 8 not true

45 macrogram

- 1 a postcard
- 2 an exact weight
- 3 a large letter
- 4 a long report

46 reduct

- 5 to undo
- 6 to narrow down
- 7 to enter a channel
- 8 to lead again

47 aquafer

- 1 liquid silver
- 2 a blue-green animal
- 3 a tree that grows in water
- 4 to carry water

48 autscribe

- 5 a signature
- 6 to define yourself
- 7 to lease a car
- 8 a type of tape recorder

49 metacycle

- 1 beyond the circle
- 2 a comet path
- 3 a biological study
- 4 a means of moving

50 malvert

- 5 not enough control
- 6 nonfunctional
- 7 a strained back
- 8 a bad turn

51 hypochron

- 1 a sensitive person
- 2 a continuing illness
- 3 under time
- 4 a fast watch

52 diatract

- 5 a stomach disorder
- 6 to make smaller
- 7 a hostile speech
- 8 to pull through

53 apospect

- 1 a heart disease
- 2 to look away
- 3 the top of an arc
- 4 a good vantage point

54 intrapend

- 5 to pay into
- 6 to hang within
- 7 to wait between
- 8 to work toward

55 orthograph

- 1 a tooth chart
- 2 a series of lines
- 3 writing in a straight line
- 4 medical record

STUDY PRACTICES INVENTORY

by

J. C. Wofford and T. L. Willoughby

Instructions:

The purpose of this inventory is to allow you to give information about your study habits. You are to complete the inventory by indicating your practices in the range of courses which you take. Avoid limiting your description to only one or two courses. The questions are to be viewed strictly as an inventory; there are no right or wrong answers. You are to answer the questions by indicating whether or not a statement is true for you. If a statement is true for you, mark your answer by the word true on the answer sheet. If a statement is not true for you, mark your answer by the word false. If an item deals with a situation that you have not experienced, indicate the response that you think would be true for you in such a situation. Select an answer even though you may be in doubt.

Answer each question as truthfully as you can.

Do not mark in this booklet. All answers are to be marked on the separate answer sheet. Now read the directions for answering as found on the answer sheet.



Study Practice Questionnaire

1. I often have difficulty reading and understanding my school work.
2. When I sit down to study for any length of time, I get tired very quickly.
3. I occasionally fail to read instructions before taking a test.
4. I always give more attention to the paragraphs of a book than the graphs and tables.
5. My attitude toward attending lectures is often poor.
6. Unless I'm studying for a particular exam, I find myself thinking about other things when I'm reading my assignments.
7. When class gets boring, I just think of something else.
8. I look up unfamiliar words in a dictionary.
9. I have firm plans for the occupation I shall enter.
10. I find that I have difficulty getting to sleep at night.
11. I study in the same manner for all types of tests.
12. I almost always understand the reasons for the mistakes I make.
13. If I don't understand something that I read in the textbook, I prefer to have the instructor explain it to me rather than spend any more time trying to figure it out myself.
14. I am almost never late to class.
15. It takes me a few minutes to get "warmed-up" to an assignment.
16. I always study my subjects on the days on which most is demanded of me by the instructor.
17. I am so busy worrying about other things that it is hard to concentrate on my studies.
18. I have a written schedule of study time for the next few days.
19. I usually outline the material I must learn.
20. I review my material by attempting to recall the content rather than rereading it.
21. I try to read all material at close to my maximum rate of reading.
22. I often must be prodded to do my school work.
23. Before a term starts, I know what courses I plan to take the following term.
24. I use the library regularly.
25. My notes are often difficult to read.
26. I almost always listen attentively to lectures.
27. Quite often I am able to apply classroom knowledge to real life situations.
28. I often can't interpret my notes when it comes time to study.
29. Often I find myself wasting time on a test by trying to remember the answer to one item.
30. I find myself surprised at what is included in the course I take.
31. During study periods, there are many disruptions and much traffic through my room.
32. I make notes in the margin of my books.
33. I usually study the material regularly after it has been covered.
34. I sometimes go to lectures without intending to listen.

35. Quite often I fail to survey a chapter before I read it.
36. When taking lecture notes, I almost always get down all the important points that are covered by exams.
37. I would rather be out working than in school.
38. Nearly every term I have to stay up all night at least one time during the week of finals.
39. I usually study in no more than three places.
40. When I find a word I'm not sure of, I look it up in the dictionary.
41. When in a spot on examinations, I bluff my way out.
42. Problems with my parents, social life or money affect my ability to concentrate on my studies.
43. Scheduling and organizing work is difficult for me.
44. I stick fairly close to a study schedule.
45. When taking notes in class, I write as rapidly as I can.
46. My ordinary handwriting is easily read.
47. At times I read and reread my assignment without understanding it.
48. Often I am able to think in advance what the teacher is going to say.
49. I take down lecture notes in the instructor's words.
50. I find that using more than one text or reference book in a course is confusing.
51. I read all text book assignments at my top reading speed.
52. I usually mark in my books the important things to remember.
53. I sometimes do not study because I am easily distracted.
54. I get my written assignments in on time.
55. When taking an objective exam, I usually change several answers.
56. I have difficulty organizing my thoughts for answering an essay question.
57. I try to sit near the front of the classroom.
58. I usually begin term papers and outside work about 2 or 3 days before the deadline.
59. I read all my material as fast as I can.
60. By the time I get around to studying in the evening it is usually too late to get much done.
61. I usually let my work pile up for a week or two before starting assignments.
62. When a new topic is taken up in a course, I ask myself how this area is related to the course.
63. The lighting and temperature in my study area are satisfactory.
64. My studies are merely a way of acquiring grades.
65. I usually can get an overall picture of what I have learned at the end of the course.
66. I never memorize material.
67. I very seldom ask any questions in class.

BEGIN TEST ONLY AFTER DIRECTION FROM YOUR PROCTOR.

1. When ☒ it ☐ water rains or when the ☐ of snow melts, much of the ☒ water ☐ it goes into the ground. ☒ Melts Some of it runs off ☒ the ground. A small part ☐ it of the water goes back ☐ days into the air.

Sometimes it ☐ the rains for days and days. ☒ Then a time comes when ☒ no more water can go ☒ into the ground. More and ☐ a more of the water runs ☒ go off the land.

Sometimes a ☒ lot of rain falls all ☐ the at once, or snow melts ☐ lot fast. Then most of ☐ once the water runs off the ☒ land fast. Only a little goes ☒ into the ground, and only ☐ land a little goes back into the air. (Go on to Passage 2.)

3. ☐ Mountains We will consider the part ☐ hills played by the forested mountains ☐ we and the chaparral clad hills ☒ when by rain and snow fall ☐ upon them. A small quantity ☒ is held back by the ☒ leaves, twigs, and bark. When ☐ to rain ☐ all the vegetation becomes wet, all ☐ twigs the rainfall drips through to ☐ when the ground. Under the green ☐ rainfall and chaparral is a ☐ the very important ground covering. This ☒ and covering is made up of ☒ fallen leaves, needles, twigs, and ☐ year pieces of cones and bark ☐ that accumulate year after year. ☒ The top of this layer ☐ shrubs consists of fresh-fallen material ☐ accumulate from the trees and shrubs; ☐ of the bottom layer that lies next to the soil is continually decaying and enriching the soil. (Go on to Passage 4.)

2. Deserts are ☒ lands for with so little moisture ☒ that it is hard for ☐ with people, plants, and animals to ☒ it get the water they need. ☒ We often think of them ☐ a as sandy waste-lands in far- ☒ off we places, but actually deserts ☒ cover a third of the ☐ and earth. They are found in ☐ a every continent except Europe, and ☐ pole there are many kinds. Cold ☐ every deserts lie near the poles ☒ and on high plateaus. There ☒ moisture is frozen and plants ☒ cannot grow. There are ☐ too wet ☒ deserts, too. These are places ☐ grow where the water is salty ☒ and most living things cannot ☒ use it, for there are ☐ most few plants that grow in salt regions. (Go on to Passage 3.)

4. Climate may allow ☐ soluble or prevent the retention or ☒ accumulation in the soil of ☒ soluble mineral elements ☐ of and of ☒ humus (dead vegetation). Ultimately, most ☒ minerals in the soil are ☐ of soluble, except iron and alumi- num ☐ in oxides; where rainfall is heavy ☐ are continuous and temperatures are ☒ high so that oxidation is ☐ heavy, most-humus and minerals ☒ except iron and aluminum oxides ☐ and are removed. Leaching (removal of ☐ except soluble elements by water) and ☒ removed, when carried to ex- tremes, ☐ elements produce a material which is ☐ when not only infertile but may ☐ a literally as hard as ☒ rock. Such soils are frequently ☐ called laterites, from the Latin ☐ rock word later, meaning brick. (Go back and check your work.)

SCORING SHEET **THE READING PROGRESS SCALE: FORM 5**

Test Score: Level 0 1 2 3 4

Name: _____

Date: _____

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">Fail</td> <td style="width: 33%; padding: 2px;">Pass</td> <td style="width: 34%; padding: 2px;">Level 2</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>	Fail	Pass	Level 2				Passage 2
Fail	Pass	Level 2					

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">Fail</td> <td style="width: 33%; padding: 2px;">Pass</td> <td style="width: 34%; padding: 2px;">Level 1</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>	Fail	Pass	Level 1				Passage 1
Fail	Pass	Level 1					

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">Fail</td> <td style="width: 33%; padding: 2px;">Pass</td> <td style="width: 34%; padding: 2px;">Level 4</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>	Fail	Pass	Level 4				Passage 4
Fail	Pass	Level 4					

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">Fail</td> <td style="width: 33%; padding: 2px;">Pass</td> <td style="width: 34%; padding: 2px;">Level 3</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>	Fail	Pass	Level 3				Passage 3
Fail	Pass	Level 3					

DIRECTIONS FOR SCORING: For each passage, count the number of printed boxes in which no X is marked. If the number of blank boxes is **two or fewer**, place a check under "pass" in the corner. If the number of blank boxes is **three or more**, place a check under "fail." The number of passages completed with a passing score indicates the student's reading level. Circle that number in the Test Score box above and the duplicate box on page 2.

THE READING PROGRESS SCALE

by Ronald P. Carver

Name: _____ Date: _____
(Please Print) Last, First Middle Initial

PLEASE DO NOT MARK OR OPEN THE PAGES OF THIS TEST PACKET
OR TURN IT OVER UNTIL TOLD TO DO SO.

DIRECTIONS*

1. **Know the Reason for Taking This Test.** The **Reading Progress Scale** is a brief check of your reading ability. Knowing your score will help you and your advisor to map out a college program most suited to your needs. It will help you choose courses in which you might expect the greatest success. You will learn your score shortly after completing this test.
2. **Check Your Materials.** Before you begin, you should have these items:
 - a. Sharpened pencil, or ballpoint pen. (Raise your hand during the test if you break the point, or run out of ink.)
 - b. Test packet: **The Reading Progress Scale.** (This includes two sheets of paper — a blue one on top and a white one underneath.)
3. **Supply the Needed Information.** **Print** your name and today's date at the top of this blue sheet. (Be sure to **press firmly** when marking the test packet.)
4. **Learn the Test Procedure.** This test consists of four reading passages. As you move through each passage in order, you will pause many times to mark the one word (from two choices) that fits best in the sentence.

Example 1:

Spaces have been marked with an X in front of the words that belong in the sentence.

Joe wants to ☐ sit a new car, but ☒ he cannot get a ☐ chair loan; so he has ☐ in wait at least a ☒ few months longer. ☒ buy ☐ it ☒ bank ☒ to ☐ red

Example 2:

If you want to change your answer, blacken the entire box and place an X in the box of your final choice.

Joe wants to ☒ sit a new car,
☒ buy

You will need **eighteen** right answers (out of twenty) in each section in order to pass that part.

You will have **seven minutes** to complete this one-page test. Therefore, you must work quickly and at the same time be careful you are accurate.

If you finish with time to spare, go back and check your work.

5. **Ask Questions.** When the testing process is completely clear, you will be told to turn over this entire packet to page 4 and begin the test printed on **white** paper.

Bevrrac PUBLICATIONS Kansas City, Missouri

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EXPLANATION OF SCORING LEVELS THE READING PROGRESS SCALE

Note the number circled in the Test Score box below (lower right corner of this page). This number tells your present reading level as established by the test. Match this number with the corresponding reading level explanation.

Level 4: A score of "4" means that you could read the most difficult passage on the test. This passage represents a difficulty level that is common in grades 10-12. All high school graduates should score "4."

A score of "4" suggests that your reading skill mastery is sufficient for you to comprehend and retain the information a college student is likely to encounter in his first year classes. Keep in mind, however, that reading skill is only one of the elements contributing to academic success. Further, some average readers have become superior readers by enrolling in a reading improvement course.

Level 3: A score of "3" means that your reading skills may be somewhat deficient for handling college assignments. This score indicates that you can read material common to grades 7-9. It is also possible that you have scored on Level 3 more as a result of slow reading speed than inability to read this material. If all your answers were correct up to the point time was called, and you simply did not finish Passage 4, this is quite likely the case.

You should know, however, that speed is an important contributor to reading efficiency, and very slow reading can seriously handicap your overall reading performance as well as jeopardize your academic career.

You might ask a counselor or advisor to help you select college courses in which the quantity of reading assignments is relatively light. This is especially important if speed seems to be your stumbling block. You might also consider enrolling in a course that concentrates on improving your reading skills.

If you suspect that your reading difficulties go beyond speed, further testing should take place. Choose your courses with care and reduce your class load, if possible, until your reading skills are strengthened.

Level 2: A score of "2" means that the hardest printed work you can read is used in grades 4-6.

If you hope to succeed in college, you would be wise to sign up for at least one basic reading course that will look carefully into your reading problem and start you on the road to getting rid of it. You should consider limiting your college course load to reading improvement at this time. If this is not possible, choose whatever else you take with great care. There may be a few courses that demand little reading. Check with your advisor or counselor.

Also, if you sign up for a course with a lot of reading, you might think about telling the instructor about your reading problem.

Level 1: A score of "1" means that the hardest books and stories you can read are used in grades 1-3.

For your first term in college you should work only on reading improvement unless your counselor or advisor suggests another plan. Somehow you have not learned key skills in how to read. Until you do, it is not likely you will do well in college classes.

Level 0: A score of "0" means basic language problems. See a counselor or reading specialist.